

CORRESPONDENCE

BETWEEN

THE GOVERNMENT

AND THE

Council of Public Instruction

FOR ONTARIO,

REGARDING THE

ADMISSION OF PUPILS TO THE HIGH SCHOOLS AND COLLEGIATE
INSTITUTES; WITH OTHER OFFICIAL DOCUMENTS

RECEIVED
OFFICIAL DOCUMENT
NUMBER 47

SECTION A SHELF 2

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ROOM N — 224



Toronto :

HUNTER, ROSE & CO., PRINTERS, 86 AND 88 KING STREET WEST,
1873.

REGISTRAR'S VAULT	
OFFICIAL DOCUMENT	
NUMBER	43
SECTION	1° SHELF 2
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RETURN

To an address of the Legislative Assembly to His Excellency the Lieutenant-Governor praying that he will cause to be laid before this House a copy of regulations of the Council of Public Instruction and other instructions relating to the admission of pupils to the High School or Collegiate Institutes.

2. A copy of the Order in Council suspending or disallowing these regulations and a copy of any instructions issued by the Government to boards of trustees on this subject.
3. The number of pupils admitted to each High School and Collegiate Institute since the suspension of these regulations, the names of the Schools and Institutes, and of the examiners, and the subjects on which the candidates were examined, the extent of the examination in the subjects and the number of marks obtained by these pupils.
4. Copies of any reports to the Education Department, or to the Government in regard to the examinations and admissions, from Inspectors, Trustees or other parties and copies of any correspondence or reports throwing light upon the operation of the law since the date of the suspension of the regulations on the subject.

By Command,

T. B. PARDEE,
Secretary.

PROVINCIAL SECRETARY'S OFFICE,
TORONTO, 17th February, 1873.

No. 3377, Q.³.

DEPARTMENT OF PUBLIC INSTRUCTION FOR ONTARIO.

EDUCATION OFFICE, TORONTO, 15th February, 1873.

SIR,—I have the honour to acknowledge the receipt of Mr. Eckart's letter of the 24th ultimo, requesting me to forward to you, the information required in a return asked for by the Legislative Assembly, relating to the admission of pupils to the High Schools, since the date of the suspension of the regulation of the Council of Public Instruction on the subject.

The information asked for is herewith transmitted, with the exception of the details of Part III of the Return. Those details are being prepared as fast as the reports on the subject are received from the High Schools, and will be furnished as promptly as possible.

I may remark, that, as the suspension of the Regulations of the Council still continues, the recent examinations of pupils for admission to the High Schools took place without any supervision on the part of the Inspectors, as did those in October last.

The details will be ready very shortly, as I have explained, and will be in time should the Return be printed.

I have the honour to be,

Sir,

Your obedient servant,

(Signed), E. RYERSON.

The Honourable T. B. Pardee, M.P.P.,
Provincial Secretary, Toronto.

SCHEDULE.

PART. I.—Regulations of the Council of Public Instruction, and other instructions relating to the admission of pupils to the High Schools, or Collegiate Institutes.

DOCUMENT.

No.	Date.
1. Circular of Chief Superintendent of Education, to High School Boards, transmitting programme of studies and explaining the system of admission.....	13 Aug., 1871.
2. Regulations for the admission of pupils to High Schools and Collegiate Institutes.....	
3. Circular from the Education Department with instructions for the entrance examination to be held on 10th October, 1872	24 Aug., 1871.
4. Memorandum from the Education Department reducing the number of marks required for admission to fifty per cent.....	26 Sept., 1872.
5. And additional Memorandum issued in consequence of the suspension of the Regulations	2 Oct., 1872.

PART. II.—Order in Council suspending or disallowing these Regulations, and a copy of any instructions issued by the Government to Boards of Trustees on this subject.

DOCUMENT.

No.	Date.
6. The Order in Council....	26 Sept., 1872.
7. Circular from the Honourable the Provincial Secretary to High School Boards, informing them that His Excellency has, by Order in Council, suspended the Regulations of the Council of Public Instruction for the admission of pupils to High Schools and Collegiate Institutes.....	27 Sept., 1872.

PART. III.—The number of pupils admitted to each High School and Collegiate Institute since the suspension of these Regulations, the names of the Schools and Institutes, and of the Examiners, and the subjects on which the candidates were examined, the extent of the examination in these subjects, and the number of marks obtained by these pupils.

DOCUMENTS.

No.
8. Statement showing the name of each High School, and the following information respecting entrance examinations held in such School since the suspension of the Regulations.
(1). Number of pupils admitted to the High Schools and Collegiate Institutes.
(2.) Minimum percentage of marks required of a candidate for admission.
(3.) Average percentage of marks obtained by successful candidates for admission.

PART IV.—Copies of any reports to the Education Department, or to the Government, in regard to the examinations and admissions, from Inspectors, Trustees or other parties, and copies of any Correspondence or Reports throwing light upon the operation of the Law since the date of the suspension of the Regulations on the subject.

No.	FROM WHOM.	TO WHOM	SUBJECT.	DATE.
9	Inspector McLellan.....	Deputy Superintendent	Transmitting examination questions, and recommending 75 per cent as the standard for admission.....	27th July, 1872.
10	Do	do	Stating that having noticed that 75 per cent has been fixed as the minimum, his colleague and himself regard 50 per cent sufficient	17th September, 1872.
11	Chief Superintendent.....	Inspector McLellan.....	Regarded 75 per cent as too high, but refers the Inspector to his own suggestion. Will modify the instructions	24th September, 1872.
12	Inspector McLellan.....	Chief Superintendent.....	Thinks there must have occurred a misapprehension of his letter of 27th July	25th September, 1872.
13	Chief Superintendent	Inspector McLellan.....	Transmits copy of the Inspector's letter of 27th July, and points out an inconsistency	28th September, 1872.
14	Chairman of the School Board, Guelph	Hon. Provincial Secretary.....	Would exhort the Chief Superintendent to delay putting the regulations for admission into operation for the present, and rather than they should be now acted on, would pray that their operation be stayed by the Government	12th September, 1872.
15	Head Master of the High School, Guelph	do	Concurs in the request of the Chairman	14th September, 1872.
16	Hon. Provincial Secretary.....	Chairman of the School Board, Guelph	Apprising him of the suspension of the Regulations	28th September, 1872.
17	Assist. Provincial Secretary	Clerk of the Council of Public Instruction	Enclosing a Copy of the Order in Council.. ..do	27th September, 1872.
18	Assist. Provincial Secretary	Chief Superintendent	do	27th September, 1872.
19	Chief Superintendent	Hon. Provincial Secretary.....	Regrets the effect of the Order in Council.....	8th October, 1872.
20	Council of Public Instruction	do	Justification of their proceedings. Reasons and authorities on which the Regulations were founded. Surprise that they were suspended without a previous communication. Investigation requested	9th October, 1872.
21	Chief Superintendent.....	do	Transmits the reply of the Council. Uniform entrance examination a necessary preliminary to payment of the grant by results.....	10th October, 1872.
22	Mr. Kinloch, by instruction of the Hon. The President of the Council	Clerk of the Council of Public Instruction	Regulations were suspended solely for illegality. The duty will again devolve upon the Council of framing regulations. The Government will aid the Council, within the law, in securing a uniform entrance standard	15th October, 1872.
23	Do do	Chief Superintendent	Requests his perusal of the letter addressed to the Council. Uniform entrance examinations most desirable.....	16th October, 1872.

PART IV.—Copies of any reports to the Education Department, or to the Government.—*Continued.*

No.	FROM WHOM.	TO WHOM.	SUBJECT.	DATE.
24	Chief Superintendent	Hon. Provincial Secretary	Enclosing Minute of Council of Public Instruction requesting publication of their letter, also communications from the following persons regretting the suspension of the Regulations, viz :..... 1. High School Board, Bowmanville. 2. Inspector, County Durham. 3. Head Master, High School, Brantford. 4. Inspector, County Peel. 5. Head Master, Collegiate Institute, Cobourg. 6. Inspector, City of Kingston. 7. Inspector, County Simcoe, North. 8. Head Master, High School, Barrie.	16th October, 1872.
25	Do	Mr. Kinloch, (Office of Hon. President of the Council)	Suggests the rescinding or modification of the Order in Council, in order that uniform entrance examinations may be held...	21st October, 1872.
26	Council of Public Instruction	do do	In further explanation of their action with respect to the Regulations. If those Regulations were illegal, they are at a loss as to the framing of new ones without a change in the law	21st October, 1872.
27	Mr. Kinloch, (by direction of the Hon. President of the Council.)	Chief Superintendent	Refers the Chief Superintendent to the letter to the Council. Any legislation deemed necessary will be considered. The Government desires to act in harmony with the Council. Publication of discussion not in the public interest. Returns the extracts sent on 16th October	22nd October, 1872. 24th October, 1872.
28	Do do	do	Acknowledges receipt of letter 22nd October	24th October, 1872.
29	Do do	Clerk of the Council of Public Instruction	do do 21st	
30	Chief Superintendent	Mr. Kinloch, (Office of Hon. President of the Council)	Letter was laid before the Council of Public Instruction, whose reply is transmitted. Refers to seeking opinion of a Court as to legality of Regulations. No consultation has been had by any member of the Government with any member of the Council	25th October, 1872.
31	Council of Public Instruction	do do	Reply to letter of 22nd October. The Council desires the opinion of Judges on the legality of their acts, under the provision 23 Victoria, cap. 49, sec. 23, and hopes the Government will allow the Chief Superintendent to obtain such opinion. They deem it premature in the absence of such opinion to recommend legislation, and are at a loss respecting any new regulations. They are desirous of harmonious action with the Government	25th October, 1872.

32	Head Master High School, New-market.....	Hon. Provincial Secretary.....	Requesting information as to the times of Examinations for admission.....	2nd October, 1872.
33	Hon. Provincial Secretary.....	Head Master High School, New-market.....	Refers the Head Master to the Education Department for information.....	7th October, 1872.
34	Inspector McKenzie.....	Chief Superintendent	Instances showing the absolute necessity of the Inspector's veto with respect to Examinations for admission.....	23rd December, 1872.
35	Inspector McLellan.....	do	Injurious effects of removing checks on the local examiners for admission. Instances. Suggestions.	2nd January, 1873.

PART I.

Copy of the Regulations of the Council of Public Instruction, and other instructions relating to the admission of pupils to the High Schools or Collegiate Institutes.

No. 1.

DEPARTMENT OF PUBLIC INSTRUCTION FOR ONTARIO.

CIRCULAR TO THE BOARDS OF TRUSTEES OF HIGH SCHOOLS IN THE PROVINCE
OF ONTARIO.

EDUCATION OFFICE, TORONTO, 13th August, 1871.

GENTLEMEN,—I herewith transmit the Programmes of Studies under the new School Act. Most of the Regulations in respect to the duties of Masters and Pupils, and for all purposes of Discipline, (and which will appear in the *Journal of Education* in a few days), are the same in the High Schools as in the Public Schools; the few particulars in which they differ are noted and provided for in the Regulations, which I trust will remove many causes of past misunderstandings and facilitate the management of the schools on the part of both Trustees and Teachers.

2. What were heretofore known as Common Schools are now called Public Schools, and what were formerly called Grammar Schools are now termed High Schools. The Programmes of Studies for both these classes of schools were vague and indefinite, and no sufficient agencies existed to give them effect, imperfect and general as they were; but under the new Act, (providing as it does for the efficient inspection of schools and means to enable Trustees of High Schools, as heretofore of Public Schools to provide and pay a sufficient staff of qualified teachers) the schools are not only classified, but also the subjects taught in them. Hitherto the Grammar Schools have been considered as almost exclusively Classical Schools, and the programme of studies for them was chiefly formed with that view; but under the new Act, it is especially provided that they shall be High English Schools as well as Elementary Classical Schools, and for girls as well as for boys. When it is provided in the Act that in each High School, "provision shall be made for teaching to both male and female pupils the higher branches of an English and Commercial Education, including the Natural Sciences, with special reference to Agriculture," it was clearly intended that the lower or elementary branches of an English Education, should not be taught in the High Schools, but in the Public Schools. It was also intended that all pupils to be eligible for admission to the High Schools for the study of classics, as well as for higher English, must first be grounded in the elements of a sound education in their own native language, as strongly urged by the latest Royal and Parliamentary Commissions on Education in England, but strangely overlooked hitherto, as little boys six and seven years of age have been put to the study of ancient and foreign languages, and left to grow up to manhood without ever having been formally taught their native tongue, or the essential elements of a practical English Education. This anomaly is provided against by the new Act in the future education of Canadian youth, at least so far as the High Schools are concerned. Accordingly the 38th Section of the new Act, which became law on the 15th of last February, provides as follows :—

ADMISSION OF PUPILS TO HIGH SCHOOLS.

"38. The County, City or Town Inspector of Schools, the Chairman of the High School Board and the head master of the High School shall constitute a Board of Examiners for the admission of pupils to the High School according to the regulations and programme of examination provided according to law; and it shall be the duty of the Inspector of High Schools to see that such regulations are duly observed in the admission of pupils to the

High Schools ; Provided nevertheless, that the pupils already admitted as Grammar School pupils according to law, shall be held eligible without further examination for admission as pupils of the High Schools ; And provided furthermore, that pupils from any part of the county in which a High School is or may be established shall be admitted to such school on the same terms as pupils within the town or village of such school."

4. In accordance with this provision of the Act, the Council of Public Instruction has prescribed, that "the subjects of examination for admission to the High Schools shall be the same as those prescribed for the *first four classes* of the Public Schools."* It will be seen from the explanatory remarks preceding the programme, that some subjects of the fourth class of Public School programme are omitted in regard to pupil candidates for the *classical course* of the High School. The examinations for admission to the High School must be *on paper*, and the examination papers with the answers are to be preserved for the examination of the High School Inspector, that he may not depend wholly on the individual examination of pupils as to whether the regulations have been duly observed in the examination and admission of pupils.

5. It is to be observed also, that though pupils are eligible for promotion from the Public to the High School, after passing a satisfactory examination in the subjects of the first four classes of the former, it is quite at the option of the parents or guardians of pupils whether they shall enter the High School or not before they complete the whole programme of studies in the Public Schools, when they can then enter an advanced class in the High School.

6. The prescribed programme of studies for the High Schools is not intended to be obligatory before the commencement of 1872, except in as far as Boards of Trustees and Head Masters may think proper to introduce it this current half-year, and except in as far as it relates to *admission* to the High Schools—the conditions of admission of new pupils taking effect immediately. I may also remark, that as the Senate of the Toronto University contemplate (as is understood) some change in the Matriculation curriculum, it is probable some modifications of the classical course of the High Schools may be required and made before the commencement of 1872.

7. While the 34th section of the new Act provides that each Board of High School Trustees shall make provision for teaching "the Latin, Greek, French and German languages to those pupils whose parents or guardians desire it ;" the same section also provides, that "the Council of Public Instruction shall have power to exempt any High School, which shall not have sufficient funds to provide the necessary qualified teachers, from the obligation to teach the German and French languages."

8. As to Collegiate Institutes, provided for by the 41st section of the new Act, I shall not be in a position to submit to the Lieutenant-Governor in Council the recognition and payment of any High School as a Collegiate Institute, until I receive the Inspectors special report, in connection with the application and statement of the Board of Trustees, as to whether the conditions of the Act are fulfilled in regard to the number of "masters teaching the subjects of the prescribed curriculum, and the average number of male pupils studying the Latin or Greek language." But in each case of satisfactory report and application, I shall recommend that the recognition of the High School as a Collegiate Institute take effect from the first of July.

9. The Legislature, at its last Session, added \$20,000 to the High School Grant, exclusive of Collegiate Institutes ; and with the greatly increased powers of High School Boards of Trustees, and the improved regulations and programme, I trust the efficiency and usefulness of High Schools will be immensely promoted. I therefore conclude this circular by reminding you again of the province of High Schools as a part of our system of Public Instruction ; and I cannot better do so than in the words employed by the Council of Public Instruction, in the explanatory memoranda, prefatory to the programme of the course of studies for the High Schools.

"The fundamental principle of our system of Public Instruction is, that every youth, before proceeding to the subjects of a higher English or of a classical education, shall first be grounded in the elementary subjects of a Public School education. No candidates are, therefore, eligible for admission to the High Schools except those who have manifested proficiency

* See page 16.

in the subjects of the first four classes of the Public School programme, by passing a satisfactory examination.

“ The objects and duties of the High Schools are two fold :

“ *First*, commencing with pupils who (whether educated in either a public or private school) are qualified as above, the High Schools are intended to complete a good English education, by educating pupils not only for commercial, manufacturing and agricultural pursuits, but for fulfilling with efficiency, honour and usefulness, the duties of Municipal Councillors, Legislators and various public offices in the service of the country.

“ The *Second* object and duty of the High Schools (commencing also with pupils qualified as above), is to teach the languages of Greece and Rome, of Germany and France, the Mathematics, &c., so far as to prepare youth for certain professions, and especially for the Universities, where will be completed the education of men for the learned professions, and for Professorships in the Colleges, and Masterships in the Collegiate Institutes and High Schools.”

I have the honour to be,

Gentlemen,

Your obedient servant and fellow-labourer

(Signed),

E. RYERSON.

PROGRAMMES OF COURSE OF STUDY FOR THE HIGH SCHOOLS.

Prescribed by the Council of Public Instruction for Ontario, under the authority of the School Laws of Ontario.

NOTE.—The programme is published for the information of the Trustees and Head Masters, but will not be obligatory until January, 1872. In consequence of changes being contemplated in the curriculum of the University of Toronto, modifications may be made in the classical programme before it comes into force.

EXPLANATORY MEMORANDA.

The fundamental principle of our system of public instruction is, that every youth before proceeding to the subjects of a higher English or of a classical education, shall first be grounded in the elementary subjects of a public school education. No candidates are, therefore, eligible for admission to the High Schools except those who have manifested proficiency, by passing a satisfactory examination in the subjects of the first four classes of the Public School programme.

The objects and duties of the High Schools are two fold :

First, commencing with pupils who (whether educated in either public or private school) are qualified as above, the High Schools are intended to complete a good English education, by educating pupils not only for commercial, manufacturing and agricultural pursuits, but for fulfilling with efficiency, honour and usefulness the duties of municipal Councillors, Legislators, and various public offices in the services of the country.

The *Second* object and duty of the High Schools (commencing also with pupils qualified as above, is to teach the languages of Greece and Rome, Germany and France, the Mathematics, &c., so far as to prepare youth for certain professions, and especially for the Universities, where will be completed the education of men for the learned professions, and for Professorships in the Colleges, and Masterships in the Collegiate Institutes and High Schools.

ADMISSION OF PUPILS TO THE HIGH SCHOOLS.

The thirty-eighth section of the School Law of 1871 provides for the admission to the High Schools as follows :—

“ The County, City or Town Inspector of Schools, the Chairman of the High School Board, and the Head Master of the High School shall constitute a Board of Examiners for the admission of pupils to the High School, according to the regulations and programme of examination provided according to law ; and it shall be the duty of the Inspectors of High

Schools to see that such regulations are duly observed in the admission of pupils to the High Schools.

ADMISSION OF PUPILS.

The admission of pupils by the Board of Examiners constituted by the thirty-eighth section of the Act of 1871 shall be regarded as subject to the approval of the Inspectors of High Schools. Admissions shall take place immediately after the Christmas and Summer vacations, and pupils admitted at other times will not be reckoned for that half year in the apportionment. The questions and replies of candidates for admission shall be preserved for the examination of the Inspectors.

The subjects of the examination for admission to the High Schools are the same as those prescribed for the first four classes in the Programme of Studies for the Public Schools, but for pupils intended for the classical course, the entrance test in *Arithmetic* is the standard prescribed for the third class in the Public Schools, and omitting from the subjects of the fourth class Christian Morals, Animal Kingdom and elements of Chemistry and Botany. It shall, however, be entirely at the option of the parent or guardian of a pupil whether he shall enter the High School on being able to pass the entrance examination, or continue his studies throughout the whole course of the Public School programme, and then enter an advanced class of the High School.

Pupils entering the High Schools, must take either the English or classical course of studies.

Pupils shall be arranged in classes corresponding to their respective degrees of proficiency. There may be two or more divisions in each class, and each pupil shall be advanced from one division or class to another, with reference to attainments, without regard to time, according to the judgment of the Head Master; and if any difference take place between the parent or guardian of a pupil and the Head Master, in regard to the advancement of such pupil, the Inspector of the High School shall decide.

No departure from the prescribed programme is allowable. Where *options* are authorized the permission must not be given to any pupil without the recommendation of the Head Master and the sanction of the Board of Trustees.

Pupils who have been admitted to the High Schools under the previous regulations, must be taught those subjects of the first four classes of the Public School Programme with which they are not acquainted.

I.—ENGLISH COURSE.

SUBJECT.	FIRST FORM.	SECOND FORM.	THIRD FORM.	FOURTH FORM.
ENGLISH GRAMMAR & LITERATURE	English Grammar, including Etymology. Advanced or Sixth Reader and Collier's History of English Literature.	Collier's History of English Literature. English Grammar, including Etymology.	English Classics (critically and analytically read), Selection No. 1.	English Classics (critically and analytically read), Selection No. 2.
COMPOSITION.....	Practice in writing familiar and business letters.	Practice in composition.	Practice in composition.	Practice in composition.
READING, DICTATION & ELOCUTION	Practice in reading and writing to dictation from first four reading books.	Practice in writing to dictation.	Same as Form II., with elocution.	Elocution.
PENMANSHIP	Practice in Penmanship.	Practice in Penmanship.		
LINEAR DRAWING	Free hand and map drawing. Outlines of plain and solid figures.	For boys, mathematical drawing, and for girls, shading and landscape.	Drawing of animals, human form, mathematical projection, shading and colouring.	
BOOK-KEEPING, &c.....	Single and double entry.	Single and double entry, commercial forms and usages.	Banking, Custom House, General Business Transactions.	Subject of Form III., with Telegraphy.
ARITHMETIC	Practice, Proportion, Interest, simple and compound.	Discount, Stocks, Exchange, Involutions and Evolution, Scales of Notation.	General	Review.
ALGEBRA.....	Definitions and first 17 exercises of authorized text-book.	To end of quadratic equations.	Authorized text-book, to end of Section XIV.	To end of authorized text-book.
GEOMETRY.....	Euclid, Book I.*	Books II. and III.†	Book IV., with principles of Book V.	Book VI., with review of whole subject.
LOGIC.....	.....	.....	Easy lessons in Reasoning, Part I. to p. 71.	Easy lessons in Reasoning, completed.
TRIGONOMETRY.....	.....	.....	Plane Trigonometry, to solution of triangles (inclusive).	Application of Plane Trigonometry.

MENSURATION.....	Definitions, Mensuration of surfaces.	Definitions, Mensuration of Surfaces and Solids.	
HISTORY	Outlines of English and Canadian History.	Elements of Ancient and Modern History. English and Canadian History continued.	Outlines of History of Greece and Rome.
GEOGRAPHY AND ASTRONOMY	Political Geography, products, &c., of principal countries in the world. Modern (Mathematical, Physical, and Political).	Physical Geography of the continents, generally. Ancient Geography.	Outlines of Astronomy—Celestial Globe.
NATURAL PHILOSOPHY.	Nature and use of the mechanical powers.	Composition and Resolution of Forces; Centre of Gravity; Moments of Force: Principle of Virtual Velocities and Hydrostatics (Tomlinson).	Elements of Electricity and Magnetism. †
CHEMISTRY AND AGRICULTURE	Ryerson's Agriculture, Part I.	Text-book (Ryerson) completed.	Elements of Chemistry.
NATURAL HISTORY.....	"How plants grow," (Gray).	Animal Kingdom.	
PHYSIOLOGY .....	.....	Human Physiology (Cutter's).	
CHRISTIAN MORALS.....	Christian Morals.	.....
ELEMENTS OF CIVIL GOVERNMENT .....	.....	.....	"Elements of Civil Government."

* Girls not in Geometry will take in Form I. Easy Lessons in Reasoning, Part I.
† Girls not in Geometry will take in Form II. Easy Lessons in Reasoning, Part II.
‡ The subjects of Electricity and Magnetism may be taken up earlier in the course, at the discretion of the Head Master.

II.—CLASSICAL COURSE, WITH FRENCH AND GERMAN.

Prescribed by the Council of Public Instruction for Ontario, under the authority of the School Laws of Ontario.

SUBJECT.	FIRST FORM.	SECOND FORM.	THIRD FORM.	FOURTH FORM.
ENGLISH GRAMMAR & LITERATURE.....	English Grammar, including Etymology. Advanced or Sixth Reader.	Collier's History of English Literature.	English Classics (critically and analytically read). Section No. I.	English Classics (critically and analytically read). Section No. 2.
COMPOSITION.....	Practice in writing familiar and business letters.	Practice in Composition.	Practice in Composition.	Practice in Composition.
PENMANSHIP	Practice in Penmanship.	Practice in Penmanship.		
LINEAR DRAWING	Map and free hand drawing. Outlines of plain and solid figures.	For boys, mathematical drawing, and for girls, shading and landscape.	Drawing of animals, human form, mathematical projection, shading and colouring.	
ARITHMETIC	Practice, Proportion, Interest, simple and compound.	Discount, Stock, Exchange, Involution and Evolution, Scales of Notation.		
ALGEBRA.....	Definitions and first 17 exercises of authorized text-book.	To end of quadratic equations.	Authorized text-book, to end of Section XIV.	To end of authorized text-book.
GEOMETRY	Euclid, Book I.*	Books II. and III.†	Book IV., with principles of Book V.	Book VI., with review of the whole subject.
TRIGONOMETRY.....		..... ..	Plane Trigonometry, to solution of triangles (inclusive).	Application of Plane Trigonometry.
HISTORY ..	Outlines of English and Canadian History.	Elements of Ancient and Modern History.	Outlines of History of Greece and Rome.	Outlines of History of Greece and Rome continued.
GEOGRAPHY AND ASTRONOMY	Political Geography, products, &c., of principal countries in the world. Modern (Mathematical, Physical, and Political).	Outlines of Ancient Geography, (Pillans).	Ancient Geography continued.	

NATURAL HISTORY.....	"How plants grow," (Gray).	Animal Kingdom.	General Review.	
CHRISTIAN MORALS...	Christian Morals.			
ELEMENTS OF CIVIL GOVERNMENT.....	.....	.....	.....	"Elements of Civil Government."
FRENCH §.....	.....	‡Pujol, Part I.; or De Fivas' grammar, with exercises.	Pujol, Part II., with selections from Part IV., or De Fivas' Grammar and Exercises, with Collet's Conversations, and De Fivas' Elementary Reader.	Pujol, Part III., with selections from Part IV., or De Fivas' Grammar and Exercises, with conversations. Voltaire, Hist. de Charles XII., Chaps. VI., VII., VIII. Corneille, Horace, Acts I., II.
GERMAN §.....	.....	Grammar (Ahn).	Grammar (Ahn), Adler's Reader.	Goethe, Hermann, and Dorothea, Canto II.
LATIN.....	Latin Grammar commenced. Harkness' Introductory Book, or Smith's Principia Latina, Part I.	Latin Grammar (continued). Arnold's 2nd Latin Book, or Smith's Principia Latina. Harkness' Latin Reader.	Cæsar, Virgil, Æneid, Book II. commenced. Latin Prose Composition. Prosody commenced.	Cicero (for the Manilian Law). Horace, Odes Book I. Latin Prose Composition. Prosody continued.
GREEK.....	.....	Greek Grammar commenced. Harkness' 1st Greek Book, or Smith's Initia Græca.	Greek Grammar continued. Harkness or Smith continued. Lucian, Charon.	Lucian, Life. Homer, Iliad, B. I.

* Girls not in Geometry will take in Form I. Easy Lessons in Reasoning, Part I.
 † Girls not in Geometry will take in Form II. Easy Lessons in Reasoning, Part II.
 ‡ It is proposed that before its being introduced into the schools, the Pujol shall be published in separate parts.
 § The German and French Languages are optional.
 Provision is not made in the programme for the Honor work in the Universities, as pupils intended for honors will require special arrangement.

DEPARTMENT OF PUBLIC INSTRUCTION FOR ONTARIO.

REGULATIONS FOR THE ADMISSION OF PUPILS TO HIGH SCHOOLS AND COLLEGIATE INSTITUTES.

1. *Admission of Pupils.*—The School Law of 1871, sec. 38, provides that “The County, City or Town Inspector of Schools, the Chairman of the High School Board and the Head Master of the High School shall constitute a Board of Examiners for the admission of pupils to the High School according to the regulations and programme of examination provided according to law; and it shall be the duty of the Inspector of High Schools to see that such regulations are duly observed in the admission of pupils to the High Schools; Provided, nevertheless, that the pupils already admitted as Grammar School pupils according to law, shall be held eligible without further examination for admission as pupils of the High Schools; And provided furthermore, that pupils from any part of the county in which a High School is or may be established, shall be admitted to such school on the same terms as pupils within the town or village of such school.”

2. *Duties of Inspectors.*—The Inspectors shall receive and be responsible for the safe keeping, unopened, of the examination papers, until the day of examination. He shall also, at the close of the examination of candidates for admission, submit the answers of candidates to the Board for examination and report; but under no circumstances shall a certificate of admission be awarded to any candidate until the report on his answers shall have been considered and approved by a majority of the Board, including the Inspector.

3. *Viva voce and Special Examinations in Reading.*—The Board of Examiners shall subject the candidates to *viva voce* examination in reading, of the result of which a record shall be made.

4. Each Examiner, by his acceptance of office, binds himself in honour to give no information to candidates, directly or indirectly, by which the examination of that candidate might be affected.

5. *Time and place of each Examination.*—The examination of candidates for admission to the High School, or Collegiate Institute, shall be held in such place as may be agreed upon by the Examiners.

6. *Proceedings at each Examination.*—The Inspector shall preside at the opening of the examination; and, at nine o'clock on the morning of the first day, in the presence of such of his colleagues as may be there, and of the candidates, he shall break the seal of the package of examination papers received for that examination, from the Education Department. He shall also break open the seal of each additional packet of examination papers as required, in the presence of a co-examiner and of the candidates. He shall further see that at least one examiner is present during the whole time of the examination, in each room occupied by the candidates. He shall, if desirable, appoint one or more of his co-examiners (1) to preside at the examination in any of the subjects named in the programme: (2) to read and report upon the answers as they are received.

7. The examination, except in reading, shall be conducted wholly on paper.

8. The candidates, in preparing their answers, will write only on one page of each sheet. They will also write their names on each sheet, and, having arranged their papers in the order of the questions, will fold them once across and write on the outside sheet their names. After the papers are once handed in, the Examiners will not allow any alteration thereof, and the presiding Inspector is responsible for the subsequent safe-keeping of the same, until he has handed them to the High School Inspector.

9. The presiding Inspector or Examiner must be punctual to the moment in distributing the papers, and in directing the candidates to sign their papers at the close of the allotted time. No writing, other than the signature, should be permitted after the order to sign is given. The candidates are required to be in their allotted places in the room before the hour appointed for the commencement of the examination. If a candidate be not present till after the commencement of the examinations, he cannot be allowed any additional time on account of such absence.

10. In examining the answers of candidates, it is desirable that at least two Examiners should look over each paper.

11. The Department will, on the margin of the questions, assign numerical values to each question or part of a question, according to their judgment of its relative importance. The local examiners will give marks for the answers to any question in correspondence with the number assigned to the question, and the completeness and accuracy of the answers.

12. In order that a candidate may obtain admission to the High School, or Collegiate Institute, the sum of his marks must amount to at least seventy-five per cent. of the assigned value of the answers given in margin of the examination questions.

13. The names of successful candidates shall be arranged alphabetically.

14. In the event of a candidate copying from another, or allowing another to copy from him, or taking into the room any book, notes, or anything from which he might derive assistance in the examination, it shall be the duty of the presiding Examiner, if he obtain clear evidence of the fact at the time of its occurrence, to cause such candidate at once to leave the room; neither shall such candidate be permitted to enter during the remaining part of the examination, and his name shall be struck off the list. If, however, the evidence of such case be not clear at the time, or be obtained after the conclusion of the examination, the Examiners shall report the case at a general meeting of the Examiners, who shall reject the candidate if they deem the evidence conclusive.

15. The subjects of examination for admission to the High Schools, or Collegiate Institutes, shall be the same as those prescribed for the *first four classes* of the Public Schools, and the examination papers on those subjects shall be prepared by the High School Inspectors. The examinations for admission to the High School must be *on paper*, and the examination papers with the answers are to be preserved for the examination of the High School Inspector, that he may not depend wholly on the individual examination of pupils as to whether the regulations have been duly observed in the examination and admission of pupils.

16. Although pupils are eligible for promotion from the Public to the High Schools, after passing a satisfactory examination in the subjects of the first four classes of the former, it is quite at the option of the parents or guardians of pupils, whether they shall enter the High School or not before they complete the whole programme of studies in the Public Schools, when they can then enter an advanced class in the High School.

17. All candidates passing a satisfactory examination before the local Board, shall receive from it a certificate of eligibility for admission, and shall be temporarily admitted by the Head Master. But their attendance will not be credited to the school should the Inspector of High Schools disapprove of their admission.

18. The High School Board will provide the stationery required for conducting the examinations.

PROGRAMME OF COURSE OF STUDY FOR PUBLIC SCHOOLS (to 4th Class).

N.B.—The Italics show the Subjects of Examination for entrance to the High Schools.

SUBJECT.	FIRST CLASS.	SECOND CLASS.	THIRD CLASS.	FOURTH CLASS.
READING	First and Second Reading Books.	Third Reading Book, to p. 164.	Third Reading Book.	<i>Fourth Reading Book to p. 244.</i>
SPELLING	First and Second Reading Books.	Third Reading Book to p. 164 additional and Spelling Book.	Third Reading Book, additional, and Spelling Book.	<i>Fourth Reading Book to p. 244, additional, and Spelling Book.</i>
WRITING ..	Letters of Alphabet and Simple Words.	Simple Words.	Capitals and Words neatly and legibly.	<i>Neatly and legibly.</i>
ARITHMETIC	Arabic Notation to 1000; Addition and Subtraction; Simple questions in Mental Arithmetic.	Arabic Notation to 1,000,000, and Roman Notation to M. Arithmetical Tables; Simple Rules; Reduction; Simple questions in Mental Arithmetic.	* <i>Arabic and Roman Notation to four periods; Compound Rules, Least Common Multiple and Greatest Common Measure; and Vulgar Fractions to Reduction inclusive; Mental Arithmetic</i>	* <i>Principles Arabic and Roman Notation, Vulgar Fractions, Decimal Fractions, Simple Proportion with reasons of rules, Mental Arithmetic.</i>
GRAMMAR.....		Pointing out the Nouns, Verbs, Adjectives, Adverbs, Pronouns, and Prepositions, on any page of Second Reader.	Parts of Speech, gender, person, and number of Nouns; Comparison of Adjectives; Separating Simple Sentences into their two essential parts.	<i>Principal Grammatical Forms and Definitions; Analysis of Simple Sentences; Parsing Simple Sentences.</i>
OBJECT LESSONS.....	Lessons on common objects and things, on Natural History and on Moral Duties.	Lessons on common objects and things; Lessons on Natural History; Lessons on Moral Duties.		
COMPOSITION		Simple Sentences, orally and in writing; Short descriptions of simple objects.	Simple Sentences of any kind, orally or in writing; Short descriptions of simple objects.	<i>Simple and Complex Sentences orally or in writing; Grammatical changes of Construction; Short Narrative or Description; Familiar Letters.</i>

GEOGRAPHY.....	Cardinal points of compass. Map definitions, and map notations.			Definitions. Map of World generally. Map of Canada generally. Maps of America and Ontario.		Maps of Europe, Asia, and Africa. Maps of Canada and Ontario.	
CHRISTIAN MORALS.....						Christian Morals.	
CIVIL GOVERNMENT.....							
HUMAN PHYSIOLOGY....							
NATURAL HISTORY.....						General view of the Animal Kingdom.	
AGRICULTURE, CHEMISTRY, AND BOTANY.						Elements of Chemistry and Botany in First Lessons in Agriculture, pp. 9-76.	
LINEAR DRAWING.	On Slates.	On Slates.	On Slates.	On Slates.	On Slates and Blackboard.	Outline of Maps, common objects on paper.	
VOCAL MUSIC.....	Simple Songs.	Simple Songs.	Simple Songs.	Simple Songs.	Simple Songs.	Simple Songs.	

NOTE.—The subjects of admission to the High Schools are the same as those prescribed for the first four classes in the Programme of Studies for the Public Schools, but for pupils intended for the classical course, the entrance test in Arithmetic is the standard prescribed for the third class in the public schools, and omitting from the subjects of the fourth class Christian Morals, Animal Kingdom, and Elements of Chemistry and Botany.

* Arithmetic Examination for entrance to Classical Course.

† Arithmetic Examination for entrance to English Course.

No. 3.

DEPARTMENT OF PUBLIC INSTRUCTION FOR ONTARIO.

EXAMINATIONS FOR ADMISSION OF PUPILS TO THE HIGH SCHOOLS AND COLLEGIATE INSTITUTES OF ONTARIO.

In accordance with a general wish as expressed last year and concurred in by the Council of Public Instruction, an examination of pupils for admission to the High Schools and Collegiate Institutes will be held (D.V.) in each High School or Collegiate Institute District, commencing on Thursday, 10th of October, at 9 a.m., and may be continued during the following day.

Candidates must notify the City, County, or Town Inspector (as the case may be) not later than the 15th September, of their intention to present themselves for examination and the Inspector will inform the Department not later than the 20th of September, of the number of candidates for admission, as the examination papers cannot be printed off until this information shall have been received from every one of the Inspectors. An omission of one Inspector in this matter, beyond the time specified, may delay the printing and despatch to the Inspectors, of the examination papers.

County Inspectors are members only of Boards of Examiners for admission to the High Schools in Villages and Townships, City and Town Inspectors are members of the Board of Examiners for admission to the High Schools in such cities and towns.

For this year, these examinations will be retrospective in their effect as regards pupils who entered for the summer term, whose attendance for that term will be reckoned, provided they succeed at the examination, and their papers are approved by the High School Inspector.

The examination papers will be sent to the Public School Inspector, (who will be responsible for the conduct of each examination according to the regulations). Where a County Inspector is also Town Inspector, he (will with the concurrence of his colleagues) arrange for the examination to be held at each school at the time fixed. The Inspector will, immediately after the meeting of the Board of Examiners, at the close of the examinations, and not later than the 20th of October, transmit to the Department the report of the Board of Examiners, and also the whole of the answers of the candidates,—the latter for the examination and approval of the High School Inspectors. The surplus examination papers are also to be returned for binding up.

Education Department,
24th August, 1872.

No. 4.

DEPARTMENT OF PUBLIC INSTRUCTION FOR ONTARIO.

MEMORANDUM ON HIGH SCHOOL EXAMINATIONS.

On further consultation and consideration of the subject of the prescribed examination for the admission of pupils to the High Schools and Collegiate Institutes, it is thought that the minimum of fifty per cent. (instead of seventy-five per cent., as stated in the Regulations accompanying my circular of the 3rd of August) of the assigned value of the answers given in the margin of the examination questions, would be sufficient for the admission of pupils the current year. The Local Boards of Examiners will, therefore, act according to this modification of the Regulations and instructions for the admission of pupils to the High Schools and Collegiate Institutes.

Education Office, 26th Sept., 1872.

Mo. 5.

ADDITIONAL MEMORANDUM.

As the regulations for admission of pupils to the High Schools have been suspended by Order in Council, the examination questions prepared for that purpose by the Department will not be issued.

Education Office, 3rd October, 1872.

P A R T . II.

No. 6.

COPY of the Order in Council suspending or disallowing these regulations, and a copy of any instructions issued by the Government to Boards of School Trustees on this subject.

Copy of an Order in Council approved by His Excellency the Lieutenant-Governor, the twenty-sixth day of September, A. D. 1872.

The Committee of Council have had under consideration the Regulations of the Council of Public Instruction for the admission of pupils to High Schools and Collegiate Institutes, and the report of the Attorney-General, dated 24th instant, in respect thereof, wherein he states that the 38th section of the School Act of 1871 (34 Vic., chap. 33) constitutes the Board of Examiners for the admission of pupils, and that with that Board the whole duty of examining for admission rests—that he considers that the Inspector of High Schools in assuming to settle examination questions would be usurping the functions expressly reposed in the Board of Examiners, and that the Council of Public Instruction cannot legally do more than prescribe reasonable regulations with respect to the subjects and course of examination. That the results of the examinations by the Board upon subjects so prescribed by the regulations of the Council, are conclusive, and cannot be legally subject to the supervision of the High School Inspector. The Attorney-General further states that he considers that in prescribing the programme of examinations, and regulations respecting the same, it is desirable that the utmost facility should be afforded to the admission of pupils to the High Schools, consistent with their showing that amount of previous training without which it is improbable they could obtain any advantages from the further prosecution of their studies in the High School, and that the Board of Examiners should be left unrestricted to the extent mentioned, in fulfilling the duties confided in them by the Act.

The Committee concur in the view of the Attorney-General as above expressed, and advise that the said regulations and all action thereunder be suspended.

Certified

(Signed), J. G. SCOTT,
Clerk, Executive Council, Ontario.

26th September, 1872.

No. 7.

CIRCULAR NOTICE from the Provincial Secretary to High School Boards, notifying them of the suspension of the Regulations of the Council of Public Instruction.

The Hon. Provincial Secretary to the Chairman of each Board of High School Trustees.

PROVINCIAL SECRETARY'S OFFICE,
TORONTO, 27th September, 1872.

SIR,—I am commanded by His Excellency the Lieutenant Governor to inform you that His Excellency has been advised that the whole duty of examining pupils for admission to High Schools and Collegiate Institutes, including the settlement of examination questions,

rests with the Board of Examiners constituted by the 38th section of the School Act of 1871 (34 Vic., chap. 33), and that the results of examinations by the Board upon subjects prescribed by the regulations of the Council of Public Instruction are conclusive, and not subject to the supervision of the High School Inspector. In prescribing the programme of the examinations, and regulations respecting the same, it is desirable that the utmost facility should be afforded to the admission of pupils to the High Schools, consistent with their showing that amount of previous training, without which it is improbable that they could obtain any advantages from the further prosecution of their studies in the High School. His Excellency has also been advised that the Board of Examiners should be left unrestricted to the extent mentioned in fulfilling the duties confided in them by the Act, and has, by Order in Council, suspended the Regulations of the Council of Public Instruction for the admission of pupils to High Schools and Collegiate Institutes.

I have, &c., &c.

(Signed)

PETER GOW, *Secretary.*

The Chairman, High School Board at

PART III.

THE number of Pupils admitted to each High School and Collegiate Institute since the suspension of these regulations, the names of the schools and institutes, and of the Examiners, and the subjects on which the candidates were examined, the extent of the examination on these subjects, and the number of marks obtained by these pupils.

No. 8.

Names of High Schools, Number of Pupils admitted since the suspension of the Regulations, minimum number of marks obtained, and average percentage.

HIGH SCHOOL.	Pupils and Minimum No. of Marks		Average Percentage obtained.	HIGH SCHOOL.	Pupils and Minimum No. of Marks		Average Percentage obtained.
	Pupils	P. C.	P. C.		Pupils	P. C.	P. C.
Alexandria	4	50	65	Niagara	13	50	73
Arnprior				Norwood	12	50	61
Barrie	18	50	50 to 100	Oakville	13	50	59
Beamsville	7	33	48	Oakwood	4	57	66
Belleville	25	62	74	Omeme	17	50	74
Berlin	4	50	65	Orangeville	10	50	52 to 75
Bowmanville	35	50	50 to 75	Osborne	1	75	82
Bradford	13	50	80	Oshawa	19	50	59
Brampton	20	50	70	Ottawa, C. I.	22	50	73
Brantford	15	50	67	Owen Sound	46	50	70
Brighton	21	50	62	Pakenham	6	50	63
Brockville	40	50	63	Paris	28	50	65
Caledonia	25	75	75 to 80	Pembroke	6	50	61
Carleton Place	12	50	53 to 87	Perth	27	50	50 to 87
Cayuga	13	50	55 to 90	Peterboro', C. I.	63	50	67
Chatham	34	50	73	Picton	31	50	63
Clinton	17	50	74	Port Dover	3	N.R.	93
Cobourg, C. I.	23	50	50 to 100	Port Hope	58	50	73
Colborne	17	50	72	Port Perry	28	50	62
Collingwood	25	50	67	Port Rowan	13	50	50 to 95
Cornwall	5	50	59	Prescott	41	50	75
Drummondville	9	50	82	Renfrew	6	50	65
Dundas	18	50	76	Richmond			
Dunnville	16	N.R.	N.R.	Richmond Hill	2	50	61
Elora	3	50	52	Sarnia	46	50	71
Farmersville	22	50	75	Scotland	6	50	76
Fergus	5	50	53 to 85	Simcoe	11	44	69
Fontville	4	50	76	Smith's Falls	15	50	50 to 72
Galt, C. I.	32	50	71	Smithville	5	60	70
Gananoque	9	50	62	Stirling	6	60	N.R.
Goderich	9	50	73	Stratford	22	50	67
Grimsby	14	60	75	Strathroy	33	50	57
Guelph	16	50	60	Streetsville	12	50	60
Hamilton, C. I.	54	50	72	St. Catharines, C. I.	43	50	N.R.
Ingersoll	16	50	63	St. Mary's	69	50	68
Iroquois	31	50	74	St. Thomas	22	50	50 to 80
Kemptville	16	50	72	Thorold	2	33	43
Kincardine	18	50	63	Toronto	68	50	63
Kingston, C. I.	24	50	70	Trenton	26	50	66
Lindsay	18	50	60 to 80	Uxbridge	22	50	75
London	71	50	68	Vankleekhill	22	50	45 to 60
L'Orignal	11	50	50	Vienna	19	50	7
Manilla	5	50	50 to 75	Wardsville	8	50	50 to 80
Markham	10	50	83	Waterdown	11	50	6
Metcalfe				Welland	16	50	8
Milton	3	50	55	Weston	7	50	66
Morrisburgh	19	55	71 to 85	Whitby	30	50	58
Mount Pleasant	23	50	68	Williamstown	8	50	56
Napanee	8	60	76	Windsor	47	50	N.R.
Newburgh	2	50	70	Woodstock	51	50	8
Newcastle	5	50	60	Almonte	12	50	54 to 92
Newmarket	10	50	59				
				For Province	1982	33	69 %

NOTE.—The names of the Examiners, subjects of examination, and extent of examination are omitted.

PART IV.

COPIES of any reports to the Education Department, or to the Government in regard to the examination and admission, from Inspectors, Trustees, or other parties, throwing light upon the operation of the law since the date of the suspension of the Regulations on the the subject.

No. 9.

Inspector McLellan, to the Deputy Superintendent.

YORKVILLE, 27th JULY, 1872.

SIR,—I have the honour to send herewith the examination papers for the coming examination of pupils for admission into the High Schools.

I am of the opinion that 75 per cent of the marks should be the minimum for entrance, but as my colleague has not expressed any opinion on this point it would perhaps be better to await his return and be guided by his judgment.

J. G. Hodgins, M. A., LL. D.

&c., &c.,

(Signed),

I have, &c.,

J. A. McLELLAN,

H. S. Inspector.

No. 10.

Inspector McLellan to the Deputy Superintendent.

YORKVILLE, SEPT. 17th, 1872.

SIR,—My colleague and myself having noticed that 75 per cent has been fixed upon as the minimum for entrance into High Schools, would respectfully submit the opinion that, in view of the *comparatively* high character of the papers prepared under the authority of the Department, the above minimum is too high, at least under present circumstances, and that candidates should be permitted to pass on obtaining a minimum of 50 per cent.

Seventy-five per cent is a higher standard than is required for first class (A) candidates.

J. G. Hodgins, LL. D.,

&c., &c.,

(Signed),

I have, &c., &c.,

J. A. McLELLAN,

H. S. Inspector.

No. 11.

The Chief Superintendent, to Inspector McLellan.

No. 12542.

EDUCATION OFFICE, TORONTO, SEPT. 24th, 1872.

SIR,—I have the honour to acknowledge the receipt of your letter of the 17th instant, stating that “your colleague and yourself having noticed that 75 per cent has been fixed upon as the minimum for entrance into High Schools, you would respectfully submit the opinion that, in view of the *comparatively* high character of the papers prepared under the authority of the Department, the above minimum is too high, at least under the present circumstances.”

This was my own impression in the first instance, but I was encountered by your own expressed opinion in your letter of the 27th of July, enclosing the examination papers. In your letter of that date you say: “I am of the opinion that 75 *per cent* of the marks should be the *minimum* for entrance.”

There was no opportunity to see Mr. McKenzie until the other day; but as I supposed you who had prepared the examination papers, and had been accustomed to examine candi-

dates for admission to the High Schools, knew much better than I could as to the minimum of marks for entrance, the circular was prepared by Dr. Hodgins according to your own suggestion. Now without a word of explanation, you state that your own suggestion of the 27th of July, and on which my circular was founded, is impracticable.

I shall of course, feel it necessary to modify the circular, the part of which in question was against my own conviction at the time, but founded on your own suggestion.

I have &c., &c.

J. A. McLellan, Esq., A. M., H. S. Inspector.

(Signed),

E. RYERSON.

No. 12.

Inspector McLellan, to the Chief Superintendent.

YORKVILLE, 25th SEPT., 1872.

SIR,—I have the honour to acknowledge the receipt of your letter of the 24th instant (No. 12542) calling my attention to the fact that I had first recommended 75 per cent and afterwards 50 per cent, as the minimum of marks to be fixed for the examination for entrance into the High Schools. You may well be surprised that I should make the second suggestion “without a word of explanation regarding the first.” In fact, until I received your letter, I was quite unconscious that there was any discrepancy between my two recommendations. I certainly *intended* to write “at least fifty per cent,” in my letter of the 27th of July, and was so fully under the impression that I had thus written, that I was much surprised when I learned that 75 per cent had been fixed upon as the minimum. I cannot but think, therefore, that there must have occurred some misapprehension as to the meaning of my letter of the 27th July.

I had consulted with Mr. McKenzie *before* writing *that* letter (27 July) (as well as before writing that of 17th instant) and the conclusion was that 50 per cent would be sufficiently high, if the examination papers were prepared so as fairly to test the attainments of the candidates in the prescribed work. If therefore, I wrote 75 per cent instead of fifty, it was done inadvertently; an inadvertence which, I extremely regret, and which may have occurred from the fact that I had *at first* intended to set easier papers and suggest 75 per cent as the minimum for passing. I remember distinctly that when I sat down to write the letter, my *intention* was as stated above; and if any other than that was written, it was done through an inadvertence which, I repeat, I heartily regret.

I have, &c., &c.,

Rev. E. Ryerson, D. D., LL. D.

(Signed.)

&c., &c.

J. A. McLELLAN.

No. 13.

The Chief Superintendent to Inspector McLellan.

No. 12752,03.

EDUCATION OFFICE, TORONTO, Sept. 28th, 1872.

SIR,—I have the honour in reply to your letter of the 25th instant, to transmit to you herewith a copy of your letter to me of the 27th July last, as you intimated a doubt of having written “75 per cent.” by saying “If I wrote 75 per cent,” &c.

Your letter of the 27th of July indicates that you had not at that time consulted with Mr. McKenzie on the subject, while in your letter of the 25th instant you say “I had consulted with Mr. McKenzie *before* writing that letter.”

I think you must have forgotten much of what you wrote, as well as what you were doing, in the month of July.

I have, &c.,

(Signed)

E. RYERSON.

J. A. McLellan, Esq., A.M.,
H. S. Inspector,
Yorkville.

No. 14.

The Chairman of the Union Board of School Trustees, Guelph, to the Hon. Provincial Secretary.

GUELPH, 12th September, 1872.

SIR,—I have received the enclosed *circular* from the Department of Public Instruction for Ontario, addressed to me as Chairman of the Joint Board of High and Public Schools of Guelph. I most earnestly would pray His Excellency the Lieutenant Governor in Council to stay the operation of the proposed rule and system at least for another twelve months, say until the month of September of next year, when the summer holidays are over.

My reasons are as follows:—

My experience of country High Schools, after a connection with the Board here for over fifteen years, is that if the admission to our High Schools is made difficult and rigorous, and rigid examinations prescribed, it will be found that the number of pupils who will seek a higher education will decrease, and the large, unduly large, proportion of the youths of the country refrain from seeking a higher education. Thus the advantages of our High School system will be most seriously impaired.

I think that barriers of a technical and formal nature should not be interposed, and that for at least a year to come the system of allowing the entrance examination to be conducted by the local superintendent, the Chairman of the Board, and the Principal, will answer a better purpose than to have the “cast iron” plan carried out or attempted, as proposed by the recent circular from the Department of Public Instruction. By a previous circular from the same Department, received also by me, it appears moreover that to justify admission the applicants must answer 75 per cent. of the questions prepared by the Council. A most severe ordeal in my judgment to expect the lads of our young country to pass through successfully. I would rather fix it at 50 per cent., for they are as yet utterly unaccustomed to written questions. No questions of the description “catch question,” one may designate them, have prevailed in the system of examinations in our Common or Public Schools hitherto, and these are the sources from which the High Schools should and will be fed. Next, it is utterly absurd to prevent admission to our High Schools at the beginning of every quarter in the year. Hundreds of boys will be thus absolutely excluded, and a miserable, unpatriotic plan brought into effect, most unfair, unwise, and unnecessary.

It is proposed, I believe, to make admissions only thrice a year. The tendency of the day in our Province is for parents and guardians to decide that a Public School education is quite sufficient for the youth in whom they are interested, and the general natural inclination of youth itself is, we all know, now a-days to get into some immediate money-making occupation, and not to devote further time or means in acquiring a superior education, such as our High Schools and Universities can afford. I consider every thing should be done rather to attract and encourage the youth of the country in the paths of education, and to deal gently and simply in the running of gauntlets of preliminary examinations for admissions.

Far better to do this, and thereby fairly enlist a large proportion of scholars in the ranks of High School students, who will, when fairly initiated in the new ranks of superior education, be sure to be excited by feelings of ambition, and stimulated by a thirst for fresh fields of knowledge; they will thus in time go forward to fill our colleges and universities, and many become accomplished instructors of the youths of the country, as well as useful well-educated citizens. In time perhaps the plan, or a portion of the plan, proposed and referred to may be attempted to be carried out. I would earnestly exhort the Chief Superintendent of education to delay doing so for the present, and that rather than it should be ventured upon, the step should be, through the instrumentality of the Governor in Council, stayed.

And I have the honour to remain,

Sir,

Your obedient servant,

HENRY WM. PETERSON,
Chairman High and Public School Board,
Guelph.

HON. PETER GOW,
Provincial Secretary, Ontario,
Toronto.

(Enclosures.)

Circular on Examinations for Admission of Pupils to the High Schools and Collegiate Institutes of Ontario, dated Education Department, 24th August, 1872.

See Part I., No. 3.

Accompanied by Regulations for the Admission of Pupils to High Schools and Collegiate Institutes.

See Part I., No. 2.

No. 15.

Principal of the High School, Guelph, to the Hon. Provincial Secretary.

GUELPH HIGH SCHOOL, Sept. 14th, 1872.

SIR,—Having read the petition of Henry W. Peterson, Esq., chairman of the Joint Board of High and Public Schools of Guelph, that it may please His Excellency the Lieutenant-Governor in Council to stay the rigid enforcement for a term of twelve months, of the High School entrance examination as set forth in circulars recently issued by the Department of Public Instruction, I cordially unite in the same petition, and would further pray that the law, as it relates to promotions from the 4th to the 5th class of the Public Schools, be modified before the enactments relating to the High School entrance examinations are ever carried into effect.

While the law in its present shape places in theory entrance to the High School, and to the 5th class of the Public School on the same level, it raises in practice a barrier before the entrance to the High School. After completing his studies in the 4th class of the Public School, the pupil is qualified to enter either the High School or the 5th class of the Public School. But in order to enter the High School he must pass a written examination, and obtain seventy-five per cent of marks assigned for perfect answers to questions prepared and valued by the High School Inspectors, while to proceed to the next or 5th class of the Public School, the same pupil is not required to undergo a written examination, nor is he expected to obtain seventy-five per cent of the maximum, but he is passed on after a formal examination by his teacher or by the city or town inspector. Thus in its operation the school law compels pupils into the higher classes of the Public Schools by frightening them from the portals of our High Schools.

Since entrance to the High Schools has been fixed in the manner above described, I would suggest, as a remedy for this evil, that no pupil of the Public School be advanced from the 4th class to the 5th or to the High School, until he shall have passed the entrance examination prescribed for High Schools, and then and not till then may his parent or guardian exercise the option, conferred by the school law, of sending him to the High School or to the 5th class of the Public School. In this way the present barrier across the entrance to our High Schools will be removed and the 5th class of the Public Schools will not be the harbour of refuge for timid pupils who, if they were once passed the dread ordeal of the High School entrance examination, would prefer to enter the High School.

I have the honour to be, Sir,
Your obedient servant,

ALFRED M. LAFFERTY, M.A.,
Principal.

Hon Peter Gow,
Provincial Secretary, Ontario, Toronto.

No. 16.

The Hon. Provincial Secretary to the Chairman, Union Board of School Trustees, Guelph.

PROVINCIAL SECRETARY'S OFFICE.

TORONTO, 28th Sept., 1872.

SIR,—With reference to your communication of 12th instant, I have the honour to inform you that an Order in Council has been approved by His Excellency the Lieutenant-Governor, suspending the regulations of the Council of Public Instruction relating to the admission of pupils to High Schools and Collegiate Institutes.

I have the honour to be, Sir,
Your obedient servant,

PETER GOW,
Secretary.

Henry William Peterson, Esq., Guelph,
&c., &c.

No. 17.

The Acting Assistant Provincial Secretary to the Clerk of the Council of Public Instruction.

PROVINCIAL SECRETARY'S OFFICE,

TORONTO, 27th Sept., 1872.

SIR,—I have the honour to enclose herewith a copy of an Order in Council approved by His Excellency the Lieutenant-Governor, 26th September, 1872, having reference to the regulations of the Council of Public Instruction for the admission of pupils to High Schools and Collegiate Institutes.

I have the honour to be, Sir,
Your obedient servant,

(Signed)

I. R. ECKART,
Acting Asst.-Secretary.

To the Clerk
of the Council of Public Instruction,
Toronto.

No. 18.

The Acting Assistant Provincial Secretary to the Chief Superintendent.

PROVINCIAL SECRETARY'S OFFICE,

TORONTO, 27th September, 1872.

SIR,—I have the honour to enclose herewith a copy of an Order in Council approved by His Excellency the Lieutenant-Governor, 26th September, 1872, having reference to the regulations of the Council of Public Instruction for the admission of pupils to High Schools and Collegiate Institutes.

I have the honour to be, Sir,
Your obedient servant,

(Signed)

I. R. ECKART,
Acting Asst.-Secretary.

Rev. E. Ryerson,
Chief Superintendent of Education,
Toronto.

No. 19.

The Chief Superintendent of Education to the Hon. Provincial Secretary.

DEPARTMENT OF PUBLIC INSTRUCTION, ONTARIO,

EDUCATION OFFICE, TORONTO, Oct. 8th, 1872.

SIR,—I have the honour to acknowledge the receipt of your letter of the 27th ultimo, enclosing a copy of an Order in Council approved by His Excellency the Lieutenant-Governor, dated September 26th, 1872, suspending the regulations of the Council of Public Instruction, for the admission of pupils to the High Schools and Collegiate Institutes, and all action thereunder. In the *Globe* newspaper, of the 30th ultimo, I observe a printed copy of a circular from yourself to the chairmen of High School Boards, in which it is stated, that His Excellency has, by Order in Council, suspended the regulations of the Council of Public Instruction, for the admission of pupils to the High Schools, and to the Collegiate Institutes.

There being therefore now no regulations for the admission of pupils to the High Schools and Collegiate Institutions, the regulations and examination papers as a part of them, and my instructions to give them effect, though all printed some time since—now remain in the Department.

In the absence of all regulations on the subject, as contemplated and required by law, it seems to be a question, whether any pupils can be lawfully admitted to the High Schools, but on the supposition that they can be lawfully admitted under these circumstances, the authorities of each High School will admit them at their pleasure without any regulation or restriction, the Head Master having the inducement of twenty-seven dollars from public sources for each pupil, or \$270 for every 10 pupils (according to the apportionment for the current year) that may be brought into his High School.

I shall of course, obey the Order in Council, though I cannot but regret that the laborious and protracted efforts of the Council of Public Instruction and my own are thereby rendered useless to protect the Public Schools, on the one hand in what we have conceived to be their legitimate work, and to elevate the High Schools on the other hand, to the work which we have believed the 34th Section of the School Act of 1871 intended them to do, that they might thus become a connecting link between the Public Schools, and the Colleges, and between the Elementary Common School Education and that higher English and Commercial Education, which prepares men for general business and public life.

I have the honour to be, Sir,

Your obedient servant,

(Signed)

E. RYERSON.

The Honourable Peter Gow,
Provincial Secretary.

No. 20.

The Council of Public Instruction to the Honourable Provincial Secretary.

No. 13450.03.

October 9th, 1872.

SIR—The Council of Public Instruction acknowledge the receipt of your letter of the 27th ultimo, enclosing an Order of His Excellency the Lieutenant Governor in Council, which suspends the regulations which had been adopted by the Council of Public Instruction for the admission of pupils to the High Schools. As the Order in Council does not specify any particular regulations, or any part of them, in contradistinction to others, but suspends them without any exception, in absolute and unqualified terms, there are now no regulations for the admission of pupils to the High Schools, but the heads of the schools are left, as they were previously to 1865, to admit pupils as they please; and as the head of each High School has, according to the scale of apportionment for the current year, the inducement of twenty-seven dollars (from public sources) for each pupil admitted, it is clear, as demonstrated by past experience,

that the High Schools will be largely filled up, at the expense of the Public Schools, with pupils who ought to be learning the elementary English branches of their education, and who are wholly unfit to commence classical studies or the higher branches of English. The last Royal Commission on Education, composed of some of the most distinguished scholars and educators in England, recommended that pupils should not any longer be sent to the classical schools until they had mastered the subjects required by the programme of Council of Education for elementary schools—a little more than the first four classes of our Public School programme. This Royal Commission included such men as the present Earl of Derby and Dr. Temple—then Head Master of Rugby School, now Bishop of Exeter—acting upon the principle that every youth of Canada, before proceeding to the study of foreign languages, should know the elements of his native tongue, and should be grounded in the other elements of a practical education. The Council of Public Instruction, after much consideration and long experience, confirmed by the example and recommendation of the last Royal Commission of Education in England, laid down the regulations which the Order in Council has suspended.

2. The Order in Council will, of course, be strictly obeyed; but the Council of Public Instruction would be untrue to their convictions, to the convictions of all the Inspectors of High Schools during the last ten years, and unfaithful to what it believes to be the best interests of the Public and High Schools, did it not explain the origin and ground of its regulations, what it believes to have been the intentions of the Legislature on the subject, and what it apprehends to be the injurious consequences of suspending them.

3. Before 1865, Grammar Schools were unduly multiplied without the essential means of efficiency, in order to get a grant in the localities of their establishment from the Grammar, as well as the Common School Fund; and many of the schools thus established were neither good Common Schools nor passable Grammar Schools, but a diluted mixture of both, under the name of Union Schools. The Inspectors pointed out from time to time the evil of this state of things, and suggested remedies. During the incumbency of the Rev. Dr. Ormiston as Inspector of Grammar Schools, he frequently referred to the very unsatisfactory state of these Schools, especially the Grammar School part of the Union School, "arising" (as he stated) "from the fact that there are so few in those schools desirous of prosecuting any branch of study beyond those taught in the Common School." In 1863, the Inspector, (Rev. W. F. Checkley, B.A.,) in his report for that year, says:—"Many of the Grammar Schools scarcely deserve the name, being in fact often inferior to some of our Common Schools." Mr. Checkley suggested, in regard "to schools already established, but not fulfilling the conditions of the law, that it would be well that the reins were drawn tighter, and no school allowed to receive any portion of the public money unless it passed the required number of classical pupils and complied in other respects with the regulations laid down by the Council of Public Instruction." To prevent the undue multiplication of feeble Grammar Schools, Mr. Checkley suggested that "no Grammar School should be established in future in any village containing less than one thousand inhabitants." He also suggested that, "before the apportionment of Government aid to any school, it would be well to require a certificate from the Inspector of Grammar Schools that a suitable building had been erected and properly furnished." (See Report of Chief Superintendent for 1863, Appendix B, p. 165).

4. In the following year, 1864, the Rev. G. P. Young, A.M., now Professor in Toronto University College, was Inspector of High Schools, and continued so until 1868. Mr. Young, in his report for 1864, referring to the undue multiplication of Grammar Schools, says, "Not a few of the schools thus hastily established, are Grammar Schools in name rather than in reality, the work done in them being almost altogether Common School work, which, as a rule, would be much better performed in a well appointed Common School. A consequence of this is (in a Union School) that he (the master) cannot afford to the Grammar School pupils the time that is necessary for drilling them in the subjects that they are studying. I frequently judged it right, during my inspection of the schools last year, quietly to call the attention of the teacher to the fact, that their classes in Latin and Mathematics were not so well grounded as might be wished; and no reply which I received was more common than this: 'I admit the defect, but how can I help it? The Trustees require me to instruct, besides Grammar School pupils, *fifteen or twenty Common School children*. With so many different things to attend to, and having no assistant, I can only allow a short time to each class. How in these circumstances, can anyone expect my work to be done thoroughly?' "

5. In regard to Grammar School accommodation, Professor Young remarks : " I have nothing of importance to add to the very full descriptions which previous inspectors have given of the general description of Grammar School buildings. In my private reports of the schools, individually, I have noted the character of the school-house in each case ; and I only refer to the subject now for the purpose of expressing my opinion that strong measures should be taken by those in authority to compel the erection of suitable school-houses. Were the power in my hands, I would unrelentingly withhold from such schools (and there is a considerable number of them in the Province) all share in the Grammar School Fund till I received some good assurance that things would be put in a proper state. It may be said that the county or municipal councils would not care for this ; the blow would fall, not on them, but on the schools, which would become extinct for want of support. I answer : Be it so. If the inhabitants of a district are so unconcerned about higher education as to allow the public officers, who have the official direction of their affairs, to act in such a manner, let them take the consequences. They do not desire a Grammar School and they ought not to have one."

6. With a view to remedy the defects and evils thus pointed out by the Grammar School Inspectors, the Grammar School Improvement Act of 1865 was passed, and the programme of studies and regulations adopted under it, and approved by the Governor General in Council, November, 1865.

7. Before noticing the provisions and regulations authorized by this Act, it may be proper to refer to the powers and duties of the Council of Public Instruction, as previously provided by law, and which have been confirmed by each subsequent Act. The Consolidated Grammar School Act, 26 Vic., Chap. 63, provided that : " The Council of Public Instruction shall appoint Inspectors of Grammar Schools, and prescribe their duties and fix their remuneration ; shall prescribe a programme of Studies, and general rules and regulations ; and no Grammar School shall be entitled to any part of the Grammar School Fund which is not conducted according to such programme, rules and regulations." The same Act provides that : " The Chief Superintendent of Education shall prepare suitable forms, and give such instructions as he judges necessary and proper for making all reports and conducting all proceedings under this Act."

8. This authority is confirmed by the Grammar School Improvement Act of 1865, and by the School Act of 1871. Among other provisions of the Act of 1865, not needful to notice here, the following provisions and regulations obtained :

" The apportionment of the Grammar School Fund, payable half-yearly to the Grammar Schools, shall be made to each School conducted according to law, upon the basis of the daily average attendance at such Grammar School of *pupils in the Programme of Studies prescribed according to law for Grammar Schools* ; such attendance shall be certified by the Head Master and Trustees, and *verified by the Inspector of Grammar Schools*."

" After the first day of January, 1866, no Grammar School shall be entitled to receive anything from the Grammar School Fund, *unless suitable accommodations shall be provided* for it, and unless it shall have a daily average attendance (times of epidemic excepted) of at least ten pupils learning Greek or Latin ; nor shall any other than pupils who have passed the preliminary and final entrance examinations, and are pursuing the yearly subjects of one of the two courses of Studies prescribed in the Programme, be admitted or continued in any Grammar School."

" *Admission of Pupils Studying Greek and Latin into the Grammar Schools.*—The examinations and admission of pupils by the Head Master of any Grammar School, shall be regarded as preliminary and provisional until the visit of the *Inspector who shall finally examine and admit all pupils to the Grammar Schools*."

" The regular periods for the admission of pupils commencing classical studies, shall be immediately after the Christmas and after the Summer Vacations ; but the admission of those pupils who have already commenced the study of the Latin language, may take place at the commencement of each Term. The preliminary examinations for the admission of pupils shall be conducted by the Head Master ; as also examinations for such Scholarships, Exhibition and Prizes, as may have been instituted by Municipal Councils as authorized by law, or by other corporate bodies, or by private individuals. But the Board of Trustees may, if they shall think proper, associate other persons with the Head Master in the examinations for such Scholarships, Exhibitions or Prizes."

9. In the discharge of his duties in the examination and admission of pupils, in his report for 1865, Mr. Young remarks :

“ By a clause in the new law, it is the duty of the Inspector to admit pupils into the Grammar Schools. The qualifications required for entrance into the ordinary or classical course are as follows :—The pupil must be able to read intelligibly, to spell, to write a fair hand, to work questions in the simple rules of Arithmetic, and he must know the rudiments of English Grammar, so as to be able to parse any easy sentence. In giving effect to this provision of the law, I have examined about 2,000 children individually, and I have been startled at the ignorance of the rudiments of English Grammar displayed by a large number of those whom I have examined. As specimens, I may refer to the last six schools which I have inspected. In the first, of 31 pupils examined, I was obliged to exclude 13 *from the Grammar School roll*. In the second, I was obliged to reject 22 out of 31; in the third, 12 out of 18; in the fourth, 10 out of 19; in the fifth, 10 out of 23; and in the sixth, which is under the care of a more than ordinarily accomplished teacher, all of whose advanced pupils passed the examination, I had to reject 15 out of 50: the whole number examined.

“ The rejection was, in every case, on account of ignorance of the rudiments of English Grammar. The sentences which the pupils were unable to parse were such as the following : ‘ The mother loved her daughter dearly ; ’ ‘ John ran to school very quickly ; ’ ‘ She knew her lesson remarkably well. ’ In no case did I reject a pupil merely for a single mistake, which might have been committed through inadvertence or agitation; but only when it became manifest that the pupil was unable to parse the sentence with ordinary decency. This reveals a state of things in the elementary schools of the country which calls for anxious investigation. I have no means of knowing whether the majority of the pupils whom I was obliged to reject received their early training in the Common Schools of the Province or in private schools; but there can be no doubt that a large number of them must have attended the Common Schools. I would respectfully suggest that, in some way or other, the attention of the Common School Trustees should be directed to the facts which I have brought out; and that it should be impressed upon them that they are morally bound to see that the education given in the schools of which they are the guardians, is really worthy of the name. I have been told, that, in a considerable number of the Common Schools English Grammar is looked upon as of no importance, in comparison with such branches as Arithmetic, Book-keeping, Algebra and Natural Philosophy. But I am slow to believe that there can be more than a very few persons connected with education, whether as teachers or Trustees, who are so stupid as to entertain such an idea.”

(Report of Chief Supt. of Education for 1865, Appendix B. p. 75 and 76.)

10. It is thus seen that as low as the standard of admission was under the Regulations of 1865, Mr. Young had to reject more than half of the pupils, who had been examined and admitted by the Head Masters—a state of things to which the High Schools will, of course, fall back if the examination and admission of pupils be wholly left to the local authorities as under and even before the Act of 1865. Early in 1868, the Rev. J. G. D. Mackenzie, M. A., succeeded the Rev. Mr. Young as Inspector of Grammar Schools. Mr. Mackenzie in his report for 1869, agrees with and confirms what Mr. Young had stated in 1865 and 1866 on the subject of low admission to the High Schools, and of the deplorable neglect of our native tongue in the teaching of the Schools. Mr. Mackenzie says :

“ In my last Report I gave it as my opinion that the standard of admission into the High-Schools ought not to be, in English so low as it is now for entrance into the Grammar School in the case of those who are to take the classical course. Extended acquaintance with our Public Schools has strengthened my convictions on this head; for, in spite of my persistent efforts in the direction of increased culture of the mother tongue, I have but little improvement on the whole to record. My view of the matter is simply this, that the natural development of the Common School is checked by not having a point in English acquirement sufficiently advanced to aim at, and that tuition in the English language is often characterized by comparative want of life and good system, whilst an unreasonable amount of time and effort is expended not only on Arithmetic, but even on Algebra and Geometry, which make a show and are admired much on the principle of ‘ *omne ignotum pro magnifico*. ’ It is to be feared, on the other hand, that the High School will not generally accomplish what we hope to get from it in Science and the higher branches of the English literature, when the *starting point*

is so low. It will be objected by those who are apt to identify the extension of superior education with the rapid multiplication of High Schools, that to raise the standard of admission would unduly restrict the number of High Schools; but I answer that the country would gain nothing more in time to come from feeble and superfluous High Schools, than it does from its feeble and superfluous Grammar Schools now; that the High School is not a benefit till the High School is required; and that we are doing a positive wrong to the Common School when we establish a High School, merely because its numbers will be smaller and the school more select, or for any other reason apart from the natural development of the Educational System. Mr. Young has well said in his report for 1866, "I have such a sense of the importance of maintaining a *high standard of education in the Common Schools*, that rather than see them degraded—rather than see the goal, beyond which their most advanced pupils are not to pass, fixed at the point where an easy English sentence can be parsed—I would be willing that all the Grammar Schools in the country should perish." That is strongly, but not too strongly expressed; for it is idle to expect the vigorous High School to spring from the dwarfed Common School. The mere multiplication of High Schools is not necessarily the extension of superior education. We must see to it that each member of the system is in a healthy condition and performing its proper functions."

(Report of the Chief Superintendent for 1869, Appendix A. p. 7.)

11. The defects and evils thus successively pointed out by the Inspectors, Dr. Ormiston, Messrs. Checkley, Young, and Mackenzie, were sought to be remedied by the provisions of the School Act of 1871, and the Regulations authorized by it. There were wanting the provisions to obtain the same means to support the High Schools as the Public Schools; and a manifest necessity, as stated by the Inspectors from year to year, of defining and practically enjoining the respective work of Public and High Schools, for the interest of both—dividing the work between them—making the one supplementary to the other, instead of both doing the same work; so that while the Public Schools would be imparting a practical elementary education to all, they would also be feeders to the High Schools, as the latter would be feeders to the University, as well as preparatory schools for commercial and public life. Thus the greater efficiency of the High Schools was provided for, by restricting the undue multiplication of feeble ones, restricting the establishment of new ones by the sanction of the Lieutenant-Governor in Council, instead of leaving it as heretofore to each County Council; by increasing the minimum apportionment to each High School from three hundred to four hundred dollars per annum, and requiring at least half the amount of Government apportionment to be raised by the County Councils, and then providing for the proper accommodation and support of High Schools from local municipal sources on the application of the Boards of Trustees. In pursuance of the same object the Act provides expressly: That in the High Schools provision "should be made for teaching both male and female pupils the *higher branches* of an English and Commercial Education; including the natural sciences with special reference to Agriculture, and also the Latin, Greek, French and German languages, to those pupils whose parents or guardians may desire it, according to a programme of Studies and Regulations, which shall be prepared from time to time by the Council of Public Instruction with the approval of the Lieutenant-Governor in Council."

12. It will be observed that the High Schools are not authorized to teach the elementary branches of an English education, which they will of course do, if each Head Master and Chairman of a Board of Trustees can admit pupils at their pleasure without any supervision or veto on the part of High School Inspectors, and for which there is the pecuniary motive of twenty-seven dollars, from public sources, for each pupil.

13. The Act further provides that "all the provisions of the Grammar School Acts shall, as far as is consistent with the provisions of this Act, apply to High Schools, Head Masters, and other officers as fully as they apply to Grammar Schools and their officers," and "no Public or High School shall be entitled, to share in the Fund applicable to it unless it is conducted according to the regulations provided by law." It is then provided that "The County, City, or Town Inspector of Schools, Chairman of the High School Board, and the Head Master of the High School, shall constitute a Board of Examiners for the admission of pupils to the High School according to the regulations and programme of examination provided according to law, and it shall be the duty of the Inspectors of High Schools to see that such regulations are duly observed in the admission of pupils to the High Schools."

14. The Council of Public Instruction will first state the Regulations and Programme it has prescribed under this 38th section of the Act of 1871, and then show that it has done so in accordance with both the letter and spirit of the Act. The Regulations and Programme prescribed by the Council are as follows:—

“*Admission of Pupils*—The admission of pupils by the Board of Examiners, constituted by the 38th section of the Act of 1871, shall be regarded as subject to the approval of the Inspectors of High Schools. Admissions shall take place immediately after the Christmas and Summer vacations, also at the commencement of the Autumn Term [in October] and pupils admitted at other times shall not be reckoned for that half year in the apportionment. The questions and answers of candidates for admission shall be preserved for the examination of the Inspectors. The subjects of examination for admission to the High Schools are the same as those prescribed for the first four classes in the Programme of Studies in the Public Schools, and omitting from the subjects of the fourth class, Christian Morals, Animal Kingdom and Elements of Chemistry and Botany.”

15. Such is the Programme and such are the General Regulations prescribed by the Council of Public Instruction for the admission of pupils to High Schools. Now as to the authority for these proceedings, it is to be observed:

1. That the Act expressly authorizes the Council to prescribe not only a Programme of subjects of examination but *Regulations* for conducting such examinations.

2. That the Inspectors are expressly authorized and required by the Act “to see that such Regulations are duly observed in the admission of pupils to the High Schools.”

3. “That the local Public School Inspector, Chairman of the High School Board, and Head Master of the High School, are not authorized by the Act to admit pupils at all to the High School but constitute a Board of *Examiners* for the admission of pupils to the High Schools according to the Regulations and Programme provided according to law.”

16. It is noteworthy that there is an essential difference between finally *admitting* pupils to the High Schools and *examining* them for admission. The University Examiners, appointed by the Senate, examine candidates for degrees and scholarships; but the Senate alone confers the former and awards the latter. The Central Committee of Examiners examine for First Class Certificates of Public School Teachers, but the Council of Public Instruction grants such Certificates. So the High School Head Master and Chairman of the Board examine pupils for admission to the High Schools; but the Act expressly adds that “it shall be the duty of the Inspectors to see that the Regulations are observed in the admission of pupils to the High Schools.” But how can the Inspectors perform this duty if the decision of the Examiners is final, and if the Inspectors have no power to see that the Regulations are observed?

17. This clause of the Act in respect to the duty of Inspectors, as well as the peculiar wording of the former part of the 38th section of the Act, seem to have escaped the notice of the Hon. the Attorney-General, as he has not noticed them.

18. It may also be observed, that supposing the Board of Examiners have power to admit pupils finally to the High Schools, as well as to examine them for admission, they can only do so, “according to the regulations and programme of examination provided according to law.” But if the *regulations* are suspended, where is the provision for the examination or admission of pupils at all?

19. On the other hand, when it is recollected that the Inspectors alone both examined and admitted pupils to the High Schools from 1865 to 1871; that the Act of 1871 was not intended to lessen their authority in the admission of pupils, but to relieve them from the labour of the personal examination of pupils; that the standard for the admission of pupils was intended to be in practice, as well in theory, uniform throughout the Province, which cannot be except there be one authority for admission; that on such uniformity alone can the High School Fund be equitably apportioned to each school according to the number of pupils admitted into it, and the Fund be protected from abuse and the High Schools be kept to the Programme. Under such circumstances and according to such views there is harmony, and uniformity in the working of the School Act, when the Inspectors see that the regulations are observed in the admission of pupils to the High Schools, as well as in their teaching and management; for the same words that authorize the latter, authorize the former; and if Inspectors have no authority to do the one, they have no authority to do the other, and the whole Inspection of the High Schools appears but a useless ceremony.

20. The only question remaining to be noticed is that relating to the preparation and prescribing by the Council of Public Instruction of a uniform series of examination questions for the use of all the examiners, and according to which perfect uniformity is secured in the examination of all the pupils.

21. Last year the Council of Public Instruction simply fixed the standard of admission to the High Schools, leaving the examination papers to be prepared by the head master, chairman of the board of each High School, and the local inspector, and directing that the examination questions and answers of pupils should be preserved for the examination and approval, or otherwise, of the High School Inspector, but the Inspectors reported that although there was a uniform standard for the examination and admission of pupils, as there was formerly for the examination and licensing of teachers, yet there was no uniformity in the examination and admission of pupils any more than there was formerly in the examination and licensing of teachers by the various county boards; that in some cases the questions did not embrace all the subjects, and in other cases the questions were such as to furnish no test of the pupil's knowledge of the subjects as prescribed in the regulations, and were manifestly intended to enable the pupils to be admitted with the least modicum of knowledge of the subjects of the programme, while some of them were altogether omitted. This diversity, and the injustice to some schools, and some of the evils of it are well stated in an editorial of the *Globe* newspaper of the 30th ultimo. After noticing the fact of "the abuse of over-crowding the Schools with half-prepared pupils," the *Globe* gives the following illustration:

"Take a case by way of illustration. Of two schools in the eastern part of Ontario, one contains only about 150 pupils for whom Government money can be drawn, and yet it is one of the very best schools in the Province, the head master and board of trustees having more respect for the character of their school than they have for the amount of their grant; while the other, quite close at hand, draws Government money for some 200 pupils, scarcely 10 per cent. of whom could find their way into the former school at all. What encouragement is given in such a case as this, to the deserving school, when those who control it can see, year by year, the Government money handed over to a neighbouring one, while a little more laxity on their part would secure them a share of it? Under such a system it is no wonder that, in many instances, the High Schools degenerate into intolerable nuisances, costing ten times the amount required for a good Public school, and not doing a tenth part of its work." —*Globe*, 30th September.

22. It was to remedy such injustice and evils, that the Council of Public Instruction directed the preparation and printing of a *uniform* series of elementary examination papers as a part of its regulations for the admission of pupils to High Schools: finally directing that every pupil answering fifty per cent. of these questions should be entitled to admission, but to secure uniformity and equal justice to all schools, and to enable the Inspectors to comply with the law in seeing that "the regulations were duly observed," the local boards of examiners were instructed to return the questions with the answers of the pupils to the Education Department so that the Inspectors could examine them *together*, and judge for themselves as to whether the regulations "were duly observed." The editor of the *Globe* in the paper above referred to, remarks on this subject "the Inspectors have still the power of erasing from the roll of any High School the name of any pupil who, in their estimation, falls short of the proper standard. It is a pity that in some cases they do not exercise this veto power more freely than they do."

23. In no other way, it is submitted, could there be uniformity in the admission of pupils, and justice done to those schools in which all the objects and provisions of the law were sought to be faithfully fulfilled, and in no other way was it conceived could the High School Inspectors perform the duty prescribed for them by law, "to see that such regulations are duly observed in the admission of pupils to the High Schools."

24. But the Council hereto appends an extract from the Report (now in the press) of the two High School Inspectors, giving the results of their own experience, and lucidly expounding the past and present systems of examinations and admissions of pupils to the High Schools—showing how the Council has proceeded step by step on the subject, and has adopted the present system (disallowed by the recent Order in Council) after the proved inefficiency of successive other efforts to improve the High Schools.

25. With the review of past proceedings and the reasons of law and necessity for them, the Council of Public Instruction desires to add two remarks in conclusion:

1. The Council has at the expense of much time and labour, prepared the Regulations by which our Public and High Schools have been created and developed, in all their details of text-books, apparatus, libraries, prize books, organization, management and discipline, and during more than twenty-five years in this arduous, difficult and gratuitous labour, the Council has had, without exception, until the present year, the protection and co-operation of every Government of whatever party composed.

2. In Great Britain and Ireland, where in the former the whole system of elementary education has been devised and developed from 1838 to 1870, by a Committee of the Privy Council on education, and the latter where the whole educational system has been created and managed by a board of education from 1832 until the present time, and during which periods much opposition has been displayed from various quarters, with every variety of hostile publications and organizations, the Imperial Government has never interfered with, modified, much less disallowed, one act of either the Committee of Council or Irish National Board *without a previous Commission of Inquiry or Parliamentary Investigation in which all parties could be heard and the whole subject or system carefully enquired into and considered.*

The Council of Public Instruction cannot but feel that their long, gratuitous, and successful labours, and the large experience which has been consulted and applied in their deliberations and regulations, gave them a claim to similar courtesy, and that the integrity of the system of public instruction requires similar security before any part of the system be cancelled on local and interested representation. The Council desire only that their proceedings may be subject to the most thorough Parliamentary investigation before being condemned, and the Council conceive that such an investigation can hardly be denied to men who have laboured during a quarter of a century for the best educational interests of the country, with no other motive or reward, than the consciousness of employing their best researches, experience and judgment to advance sound, as well as universal education in the Province.

I have the honour to be,

Sir,

Your obedient servant,

(Signed),

ALEX. MARLING,

Clerk of the Council.

By order of the Council of Public Instruction for Ontario.

Extract from Inspector's Report.

The examination and admission of pupils is elementary work, but it is very important work. It virtually decides whether the Public School has done its part, and in what condition the High School ought to receive those who are to be the recipients of the higher instruction it has to communicate. The experience of years has taught on this head lessons of great value, which our educational authorities have not failed to turn to good account; and so distinct and positive has this teaching been, that there is perhaps no feature of our school system in which we are more directly led to safe and sound conclusions. The utter inefficiency of the old Grammar School arrangements in this respect, with their low standard of attainment, and their very imperfect mode of examination, was so notorious, and the mischief done to both classes of schools so great, that every one was brought at last to feel that the evil was one that was eating the very life out of our schools. It was felt that the starting-point had been fixed so deplorably low, that no goal of high attainment would be reached; and that nothing short of a radical change in conducting the examinations for admission would save the education of the country. Professor Young's strong sketches left no doubt as to the real state of things, and very suggestive were they of the sort of educational chaos into which the country was being brought. "Boys and girls alike, with the merest smattering of English grammar—every child supposed to have any chance of wriggling through the meshes of the Inspector's examining net—driven like sheep into the Grammar School, and put into Latin in order to swell the roll of Grammar School pupils, and to entitle the school to a larger share of the Grammar School Fund." It is well that we should keep that picture before us, with all its associations of unworthy manœuvring to combine the maximum of money with the minimum of education, both that we may the better appreciate our deliver-

ance from such a state of real degradation (for it was nothing else), and be led to watch the more anxiously any efforts, if haply such should be made, to check and turn back the upward movement which the new School Law has so happily initiated. In connection with this low standard—parsing a simple sentence in English being practically the only test—we may mention one fact that shows, amongst many others, how terribly in the days of which we are speaking things were unhinged and out of course. As soon as the new School Act became law, the Inspector received instructions from the Department to apply with greater strictness the old method and standard, until they should be superseded by the new. Just one change was made, but that was found all-sufficient: the parsing, instead of being given orally, was exacted in writing. The effect was most remarkable. About one-half of the candidates presented to the Inspector as fit subjects for High School tuition were found, to a lamentable extent, incapable of spelling correctly in writing—whatever they may have been able to do orally—words certainly not amongst the most difficult in the language, more particularly those very terms of grammar which were almost every day in their mouths. Much harm, unfortunately, had already been done, but how much more would have been done but for the salutary interposition of the Inspector between the High School, with its coveted legislative grant, and the pushing tendency of the local authorities! At last came the system under which we have been working for a twelvemonth—the Board of Examiners attached to each school, whose admissions are made final on approval by the Inspector, who is “to see that the regulations and programme of examination provided according to law are duly observed,” and, therefore, not vitiated by the admission of pupils who do not come up to the prescribed standard. It is plain enough that this is a vast improvement on the old plan, yet far from perfection; for one thing it wants, and without that it will never command public confidence—uniformity. It is felt that, though it protects the High School from many an unfit pupil that would have crept in under the “simple parsing” system, it nevertheless works unequally, and with all the care the Inspector can exercise, it must work unequally, so great is the disparity between the different sets of questions, as put by different Examining Boards. There is, it is true, the expedient of exacting a higher percentage where the questions are easier, and this has been resorted to in some cases, but the proceeding is viewed with so much disfavour, and is so much regarded as an arbitrary act of the Inspector, that we have no high opinion of it as a remedy. There is but one course which can be considered fair to all, and that is, providing the same examination for all, subject always, of course, to that indispensable safeguard, revision by the inspectors. That course, we are glad to see, has been adopted by the Department, under whose instructions questions for the Entrance Examinations have been prepared by the High School Inspectors, to be submitted to all the schools. This will excite general satisfaction, as a most commendable move in the direction of uniformity, and, we may hope, will quite dispel that feeling of uneasiness to which the absence of uniformity has given birth.

In a few, a very few, instances, the local Examining Boards have objected to the revision, by the High School Inspector, of their reports of the entrance examination results. They seemed to think the exercise of such a power of revision by the Inspector a reflection upon their honour as men, and their ability as Examiners, and signified their intention of “trying to have repealed the obnoxious clause of the Act which confers such powers.” We cannot sympathise with this feeling. No one can deny the right, nay the duty, of the Government to exact such conditions for the admission of pupils as shall secure that degree of qualification at entrance, without which it is impossible for the schools to accomplish the work for which they were designed, and for which they annually draw a liberal allowance from the public Treasury. Is the constitution of the Local Boards such as to guarantee that these conditions shall be satisfied?

With the highest respect for the gentlemen composing these Boards, we venture to think not. The work of examination is practically in the hands of the High School Master and the Chairman of the Board of Trustees; these constitute a majority of the Examiners, and are questionless a unit upon all questions concerning the admission of pupils. Now we have a high opinion of the honour, integrity and ability of the Chairmen of our Boards of Trustees, and in all these points we believe our High School Masters will compare favourably with any teachers in the world; but as it is the ambition—laudable enough we are sure—of these gentlemen to have as many pupils as possible in their school, in order that it may compare favourably with others, and secure a fair proportion of the High School Fund; their inclina-

tion may, therefore, warp their judgment, and render them unwittingly less strict than they ought to be in fulfilling the requirements of the law. But there is no need of theorizing—of any speculative arguments upon this point. Granting all that can possibly be desired by the most sensitive spirit—granting that the Examining Boards are composed of men of unimpeachable integrity and unquestionable ability, there still remains the stubborn fact—that, both under the old law and under the new, *pupils have been hurried into the High Schools who were utterly unqualified*. If it be asked why the Inspectors did not exercise the *veto* power which had been given them, we reply, because, as there were upwards of a hundred different Examining Boards, and, therefore, as many different standards of admission, there was no uniform and certain test which they could apply to the different cases. All the Examining Boards had adopted fifty per cent. of the total marks assigned to the examination questions, as the standard for the admission of candidates; and there would have been no difficulty in applying this test of a successful examination, *had the questions been the same for all the schools*. But here there was great diversity; fifty per cent. on the examination papers used in a few of the schools, constituted a higher standard than sixty, or seventy, or eighty, or even a hundred per cent. would have been in other cases. But if we attempted to exact a higher per centage upon these inferior papers, when it was known that fifty per cent. had been adopted throughout the country as the minimum for entrance, we were immediately taxed with the exercise of arbitrary power.

“You passed pupils in the K. School on a minimum of fifty per cent., and why do you exact a higher standard from us?” was the remonstrance not unfrequently heard. It was useless to urge that the K. School had set most excellent papers, and that its fifty per cent. was in reality higher than seventy per cent. on proportionally easier papers. Hence, acting upon their own convictions, and in accord with the expressed opinion of the ablest and most experienced masters the Inspectors made the recommendation above referred to—that examination papers should be prepared under the authority of the Department, so as to make the entrance examination and the test for admission the *same for all the schools*. If this be carried out, the Inspectors can have no difficulty in exercising the *veto* power in cases which call for the discharge of so unpleasant a duty—certainly, when the standard is fixed and uniform, they cannot be charged with having exercised their power in an arbitrary manner. The gentlemen whose views we are discussing admitted that, upon the removal of all restraint, the “tendency” would be to crowd the High Schools with unprepared pupils, and thus lessen their efficiency—or rather prevent their attaining to that degree of efficiency which alone can render them worthy of the name. But they thought that this evil could be remedied by the classification of the schools, and the application of the principle of “payment by results.”—We cannot admit this.

Average attendance must always be an element in determining the distribution of the High School Fund; and as many schools can have no expectation of ranking high, these will be tempted to compensate by numbers what they lose in grade.

Moreover, when schools have attained to a high grade, they cannot easily be degraded; the “tendency” above stated would prevail; many unqualified pupils would be admitted; and, though the efficiency of the school would in reality be impaired, any attempt to degrade it would be at once designated as an “act of arbitrary power.” Many of the schools are now quite low enough; but remove all check to the admission of pupils, and there is yet a lower depth to which they may sink—a depth of utter uselessness—uselessness, a depth in which they must be an unmeasured injury to the highest interests of education.

The objection that the *veto* power is a reflection upon the uprightness of the members of the Board, is without weight; at least it has no greater weight than if urged *against* the inspection of the schools themselves. For the High School Master, to all intents and purposes, is the Examining Board, the Chairman of the Board of Trustees leaving—at least in a great many cases—the business of the examination entirely in his hands.

If, therefore, the inspection of the examination papers and the results of the examination is a “reflection” upon the honour of the Examiners, much more is the *inspection* of the schools, which subjects *all the classes* of the most able and accomplished teacher to the test of examination by a disinterested and independent Examiner.

No. 21.

The Chief Superintendent of Education to the Honourable Provincial Secretary.

DEPARTMENT OF PUBLIC INSTRUCTION FOR ONTARIO,

TORONTO, 10th October, 1872.

SIR,—I have the honour to transmit herewith the reply of the Council of Public Instruction to your letter of the 27th ultimo, addressed to the Clerk of the Council, and enclosing an Order in Council suspending the regulations for the admission of pupils to the High Schools and Collegiate Institutes, and all action thereunder.

I observe that, in some quarters, it has been proposed as a substitute for the regulations providing uniform entrance examinations for the High School and average attendance as the basis of apportionment of public money for their support, payment according to results or work done in each High School and Collegiate Institute, and this scheme has been ascribed to Professor Young. But Professor Young in his report, as Inspector of High Schools, addressed to me for 1867, remarks:—

“I have come to the conclusion, after having devoted much thought to the subject, that until educational results are combined with attendance as the basis of apportionment, it will be impossible to devise any scheme of distribution that shall not be open to grave objections. More than a year ago you asked me to consider whether results might not in some way be reached with sufficient accuracy to be taken into account, to a certain extent, in deciding the grants to be made to the several schools. I stated to you my conviction that it could not be done with the present provision for the inspection of Grammar Schools.

“But I feel no doubt that if the Provincial Legislature were willing to make an additional annual grant of one thousand or eleven hundred pounds for Grammar Schools’ inspection, or if such a sum could properly be deducted from the Grammar School Fund, a system of inspection could be organized that would make the blood flow in a new style through every limb of the Grammar School body, from Windsor to L’Orignal, and from Owen Sound to Port Rowan, and which, at the same time, while leaving several perplexing questions to be settled on their own merits, would render a just and right apportionment of the Grammar School Fund possible,”—*Report for 1867, p. 46.*

In my report for the same year (*p. 37*), I remarked upon Mr. Young’s reply to my request, showing, with him, the necessity of increasing the means of inspection.

I made enquiries into the working of this system in England, and conferred on the subject with the British Educational Commissioner Fraser (now Bishop of Manchester) in 1865, and directed attention to it on the part of the Rev. J. G. D. Mackenzie, High School Inspector, who, in his report for 1869, also discussed and recommended it.

Again in my report for 1870 (*p. 68*) I discussed the subject, and adduced examples of other countries. I paved the way for it by preparing and getting inserted in the 37th section of the School Act of 1871, the words “each High School, conducted according to law, shall be entitled to an apportionment at the rate of not less than four hundred dollars per annum, according to the average attendance of pupils, *their proficiency in the various branches of study*, and the length of time each such High School is kept open, as compared with other High Schools.”

Professor Young delivered a lecture on the subject to the Teachers’ Association in August of last year. I also requested the two High School Inspectors to devote their attention to the subject, and report the result; they did so last spring, but the Council of Public Instruction thought it best to collect data and mature the scheme this year, with a view of seeing whether it might not, to some extent at least, be introduced and tested next year. The Inspectors discussed and presented a scheme in their report which will be shortly printed.

But it is to be observed that any and every scheme of this kind implies a uniform or common point or standard of commencement, and therefore renders indispensable, uniform examinations of pupils for admission to the High Schools.

This common starting point is as essential in the race of competitive labour in the High Schools for as large a prize as possible of money in the public apportionment, as in a race for any other prize.

I have the honour to be, Sir,
Your obedient servant,

(Signed) E. RYERSON.

The Honourable Peter Gow, M.P.P.,
Provincial Secretary, Toronto.

No. 22.

Henry Kinloch, Esq. Office of the Honourable the President of the Council, to the Clerk of the Council of Public Instruction.

OFFICE OF THE PRESIDENT OF THE COUNCIL, ONTARIO,

TORONTO, 15th October, 1872.

SIR,—I am directed to acknowledge the receipt of the communication of the Council of Public Instruction, dated the 9th inst.

Regulations suspended by the Order in Council referred to, infringing, as they did, the provisions of the School Act of 1870-71, in a principal particular, by introducing the High School Inspectors as examiners in substance for the admission of High School pupils, ceased to be applicable to the Board of Examiners as constituted by the 38th section, and the duty will again devolve upon the Council of Public Instruction of framing the regulations and programme of examination for the guidance of such board. The reason for the passing the Order in Council was the legal one that the regulations suspended were in contravention of the provisions of the section referred to, and I am directed to assure the Council that it was solely on this ground of illegality that the Government considered it their duty to advise the suspension of the regulations without further reference to it. I am also directed further to remind the Council that in prescribing regulations, the law provides that they are to be approved by the Governor in Council, (see section 15, Con. Stat. U.C., cap. 63) and that therefore until they are submitted for and receive such approval they are not obligatory.

I am further directed to mention that the important questions which are offered by the Council in explanation of their action in the premises have not been overlooked, but have received the earnest consideration of the Government, and I am further directed to observe that many of the suggestions for rendering the High Schools really, and not nominally so, are indisputable, and that the Government is quite prepared to aid the Council in its efforts to obtain, as far as may be, a uniform standard of proficiency at admission. In endeavouring to accomplish this, however, the Government and the Council are equally bound to observe the provisions of the law, as appearing in the different Acts relating to this subject.

I have the honour to be,
Sir,
Your obedient servant,

(Signed) HENRY KINLOCH.

Alexander Marling, Esq.,
Clerk, Council, Public Instruction, &c., &c.

No. 23.

Henry Kinloch, Esq. Office of the Honourable President of the Council to the Chief Superintendent of Education.

OFFICE OF THE PRESIDENT OF THE COUNCIL, ONTARIO,

TORONTO, 16th October, 1873.

SIR,—I am directed to acknowledge the receipt of your letter of the 10th inst., with its enclosure containing the reply of the Council of Public Instruction to the letter of the Provincial Secretary of the 7th ulto., which enclosed the Order in Council suspending the regulations for admission of pupils to the High Schools.

I am directed to ask your perusal of the answer of the Government to that communication, and also to observe that an examination, as uniform as may be, of pupils for admission to the High Schools is altogether to be desired, and that all reasonable means for securing this end will meet with the approbation of the Government.

I have the honour to be, Sir,

Your obedient servant,

(Signed) H. KINLOCH.

The Rev. E. Ryerson, D.D.,
Chief Superintendent of Education, &c., &c.

No. 24.

The Chief Superintendent of Education to the Honourable Provincial Secretary.

DEPARTMENT OF PUBLIC INSTRUCTION FOR ONTARIO,

TORONTO, 16th October, 1872.

SIR,—I have the honour to transmit herewith a minute of the Council of Public Instruction, adopted at its meeting held on Monday, the 14th instant.

I beg also to enclose for the information of the Government, extract from letters expressing the views of certain authorities of High Schools, who wish to keep up the standard of High School Education, in regard to the suspension of the Regulations relative to the admission of pupils to High Schools. Similar views have been verbally expressed by representative members of High School Boards in personal enquiries at this Department.

I am persuaded that had the trial of the regulations been permitted, it would have been successful and would have given general satisfaction.

I have, &c.,

&c., &c.,

Honourable Peter Gow, M. P. P.,
Provincial Secretary, Toronto.

(Signed)

E. RYERSON.

ENCLOSURES.

(No. 1.)—*Extract from minutes of the Council of Public Instruction.*

COUNCIL ROOM, EDUCATION OFFICE,

October, 14th, 1872.

Ordered,—That the Government having condemned and suspended through the medium of the public press, the Regulations which the Council of Public Instruction had adopted for the admission of pupils to the High Schools, a request be made to the Government for permission to publish, through the same medium, the explanations of and reasons for the said Regulations, contained in the reply of the Council, addressed to the Honourable the Provincial Secretary, the 11th instant.

(No. 2.)—*High School Board, Bowmanville.*

BOWMANVILLE, 1st. October, 1872.

Resolved,—That this Board learns with regret that the Lieutenant-Governor has been advised to suspend the Regulations of the Council of Public Instruction, relating to the admission of pupils to High Schools and Collegiate Institutes. This Board is assured that the Regulations, by securing a uniformity of examinations and the supervision of the High School Inspectors, would materially advance the interests of High School education.

F. Y. COWLE, *Mover*,
JAS. MCCLUNG, *Seconder*.

(No. 3.)—*Public School Inspector, County Durham.*

BOWMANVILLE, 2nd October, 1872.

I much regret the action of the Lieutenant-Governor in suspending the Regulations relating to admission of pupils to High Schools. If no check be placed upon the Board, the Chairman and High School Master, (who in my experience are only too willing to crowd pupils into their High School.) can at any time unite against the Public School Inspector, and the evil of which Grammar School Inspectors have hitherto complained, will, I fear, be much aggravated. I brought the subject before our School Board last night and explained to them its probable effect. The subject was discussed at considerable length and a resolution, of which the enclosed is a copy, was carried.

(Signed) J. J. TILLEY,
Inspector.

(No. 4.)—*Head Master, High School, Brantford.*

BRANTFORD, 2nd October, 1872.

DEAR SIR,—I write to enquire of you what modifications the circular which has been issued by the Government will make in the manner of conducting the examinations, are we to expect printed papers from the Department, or are we to proceed with the examinations without them; are the answers still to be returned for the supervision of the High School Inspector? I may say that in common with all of my fellow-teachers with whom I have spoken on the subject, I exceedingly regret that any change should have been made by the Government in this matter, as I regarded the rules lately fixed by the Department for the conduct of the examinations as most excellent and in every way suited to promote the good of High Schools. Might I request that if any of the examination questions have been struck off yet, you would do us the favour of sending us a copy that we may conduct the examinations as nearly as possible in accordance with the wishes of the Department.

I remain,
&c., &c.,

(Signed) J. D. O'MEARA.

J. G. Hodgins, Esq., LL.D.

(No. 5.)—*Public School Inspector, County Peel.*

BRAMPTON, 2nd October, 1872.

SIR,—I have the honour to enquire whether, in view of the Regulations of the Council of Public Instruction, regarding admission of pupils to High Schools, it is still the intention of the Department to issue a uniform set of examination papers for use on 10th inst.

In this connection I may take the liberty of saying that in my private opinion some such regulations as those just suspended are highly necessary; the standard of 75 per cent seems to me quite too high in the present condition of our Public Schools.

I have the &c.,
&c., &c.,
(Signed) D. J. MCKINNON,
Inspector.

The Chief Superintendent of Education, Toronto.

(No. 6.)—*Head Master, Collegiate Institute, Cobourg.*

COBURG COLLEGIATE INSTITUTE,

October 9th, 1872.

MY DEAR SIR,—Allow me to express my regret that the Regulations recently adopted by the Council of Public Instruction for the admission of pupils to the High Schools have been rescinded. Few things are more essential to the perfection of our School System than uniformity in the entrance examinations. The circular issued by the Provincial Secretary renders this uniformity, for the present, impossible; and it opens a door for such a wholesale admission of pupils to the High Schools as must, by confining the attention of the teachers too much to preliminary branches, tend to deteriorate the character of these schools, if not entirely to defeat the object for which they have been established. Besides this, the circular issued by the Lieutenant-Governor renders it morally certain that, in many cases, where High and Public Schools are united, extraordinary efforts will be made to draw such a proportion of the Government grant as will place superior schools in a very inferior position. Had Mr. Gow been advised to suggest that fifty per cent of the full value of the prescribed questions be substituted for the standard of seventy-five per cent, the change would have been beneficial, but this last sweeping blow appears to be at once the most insulting to the Council of Public Instruction, and, in its tendencies, the most fatal to High School education, that has been aimed at the foresight and unsectarian, but Christian sympathies of the Provincial Board of Education. I trust that, after this year, the Government may be induced to withdraw the circular which Mr. Gow has been instructed to issue.

I am,
my dear sir,
&c., &c.,

(Signed) JAMES ROY.

To the Rev. Dr. Ryerson.

(No. 7.)—*Public School Inspector, City Kingston.*

KINGSTON, 4th October, 1872.

SIR,—It is an old saying that “when doctors disagree disciples then are free” but when authorities, each of which issues its commands as final, disagree, I suppose it becomes necessary to determine which is the *superior* authority.

Now, Sir, we received instructions a short time since concerning the approaching examinations of candidates for admission into the High Schools, and since that we also received a government order setting aside the former instructions received from the Council of Public Instruction. In this dilemma we ask you *what are we to do?*

I have, &c.,
&c., &c.,

(Signed)

W. F. DUPUIS,
Insp. P. S.

J. George Hodgins, Esq.

(No. 8.)—*Public School Inspector, County Simcoe, North.*

BARRIE, October 5th, 1872.

REV. AND DEAR SIR,—Enclosed please find Superannuation Fund Subscriptions.

We have received from the Government a circular stating that regulations relative to examination for entrance to High Schools are done away with. Deeming such action *unwise* and unjustifiable, I spoke to the Head Masters here and we agree to follow out your instructions, as we should have done, had no such circular been sent. Would it be still possible to obtain the examination papers which were to have been sent to us, we should like much to obtain them.

I have, &c., &c.,

Rev. E. Ryerson, 10th Oct.

JAMES C. MORGAN.

(No. 9.)—*Head Master, High School, Barrie.*

BARRIE, October 10th, 1872.

SIR,—Having regard to the Regulations issued by the Department for the admission of pupils to the High Schools, and the circular issued by the Provincial Secretary with reference thereto, I desire to say that the Board of Examiners in Barrie are unanimously prepared to adopt those Regulations, and would be glad to use the examination papers prepared by the High School Inspector, if sent to the Chairman of the Board.

I am, Sir,
&c., &c.,

The Chief Superintendent,
Toronto.

H. B. SPOTTON.

No. 25.

The Chief Superintendent of Education to Henry Kinloch, Esq., Office of the Hon. President of the Council.

DEPARTMENT OF PUBLIC INSTRUCTION FOR ONTARIO.

EDUCATION OFFICE, TORONTO, 21st October, 1872.

SIR,—I have the honour to acknowledge the receipt of your letter of the 16th instant, enclosing, and requesting by direction, my perusal of the answer of the Government to the communication of the Council of Public Instruction of the 27th ultimo, addressed to the Provincial Secretary.

I have read the concluding part of the answer of the Government referred to with heartfelt satisfaction; recognizing as it does the principle and necessity of a uniform standard of

examinations in the admission of pupils to the High Schools, and assuring the earnest consideration of the Government to the suggestions of the Council, and of aid to its efforts in the accomplishment, as far as possible, of so desirable and important an object. I have the honour to transmit herewith the answer of the Council of Public Instruction to the communication of the Government.

I deeply regret that the much time and labour which have been employed on the subject, have proved fruitless, and that the season is too far advanced to permit the Council doing any thing more on the subject before the end of the year, or until further legislation takes place.

It appears to me that the High Schools will not recover for some time from the shock and confusion arising from the entire suspension of the Programme and Regulations for the admission of pupils to the High Schools, and of all proceedings under them—my own belief is, which I venture to express, that the best, and indeed only solution of the difficulty and injury caused by, and likely to arise from, the Order in Council, is to have it rescinded or modified, and cause the examinations to take place next month according to the programme and regulations with the instructions to the High School Inspectors, as suggested by the Council of Public Instruction in the accompanying communication. If the requirements of the 38th Section of the School Act of 1871 be observed, I do not see how pupils can be lawfully admitted to the High Schools in the absence of both Programme and Regulations; but if the examinations which took place the 10th instant be ignored as not according to law, those of next month, according to Regulations and Programme, with the uniform questions which are printed and ready to be sent out, may be made retrospective in their application in behalf of pupils admitted, as if they had taken place earlier in the half year.

I have the honour to be, Sir,

Your obedient servant,

Henry Kinloch, Esq.,

Office, President of the Executive Council.

E. RYERSON.

No. 26.

The Council of Public Instruction to Henry Kinloch, Esq., Office of the Hon. President of the Council.

DEPARTMENT OF PUBLIC INSTRUCTION FOR ONTARIO.

EDUCATION OFFICE, TORONTO, 21st October. 1872.

SIR,—The Council of Public Instruction acknowledge the receipt of your letter of the 15th instant in reply to the letter of the Council of the 9th instant addressed to the Hon. the Provincial Secretary, respecting the Regulations for the admission of pupils to the High Schools, which have been suspended by an Order of the Lieutenant-Governor in Council. You are directed to state that “the duty will again devolve upon the Council of Public Instruction, of framing the Regulations and Programme of Examination for the guidance of such Board of Examiners, as constituted by the 38th Section of the School Act of 1870–1.”

2. To this the Council beg to reply, that the time for examining pupils for their admission to the High Schools for the current half year is passed. The time appointed for it, and for which all parties had prepared, was the 10th instant; but a few days before that time, an Order in Council was passed suspending the regulations for admission of pupils, and forthwith communicated by the Provincial Secretary to Chairmen of High School Boards, and published in the *Globe* newspaper of the 30th ultimo. It is, therefore, too late for the Council of Public Instruction to frame any new regulations to take effect the current half year; and before the commencement of another year, the Legislature will have been assembled, when the whole question of School Law and School Regulations will probably be discussed and decided upon in some form or other.

3. The Council would also remark, that a Programme and Regulations were prepared and published last year for the guidance of local Boards of Examiners, constituted by the 38th Section of the School Act of 1871; but the Inspectors have reported that there was no uni-

formity in the examinations for the admission of pupils. They even state "Granting that the Examining Boards are composed of men of unimpeachable integrity and unquestionable ability, there still remains the stubborn fact that, both under the old law and under the new, *pupils have been hurried into the High Schools who were utterly unqualified.*" No change has been made in that programme ; no objection has been made to it ; but to remedy the defects of the examinations, the Council caused uniform examination papers on all the subjects of the programme to be prepared and printed ; which examination papers, with the needful instructions for their use, were within a few hours of being sent out to the county, city and town Inspectors for the use of the several High School Boards of Examiners, when the Order in Council suspending them was published in the newspapers—had the Government thought proper to signify to the Council its disapproval of the part of the Regulations, which recognized the power of Inspectors to reject any pupils admitted by the Boards of Examiners, the uniform standard and questions might have remained undisturbed ; the examination papers with the answers would have been forwarded to the Department, and the Inspectors could have been instructed not to veto any admissions of the local boards. The Inspectors might have been also instructed to examine and report upon the proceedings of the local boards, and the whole could have been laid before the Government for its information with a view to enable it to decide upon the regulations when finally revised and submitted to the Lieutenant-Governor in Council for ultimate ratification. But the disallowance of all the regulations and the programme, and the publication of such disallowance in the newspapers, has not only rendered impossible that uniformity of examinations which your letter states to be important, but places the Council in the unenviable position before the public of being condemned for having made regulations contrary to law.

4. But the Council of Public Instruction is publicly condemned not only on the ground of the alleged *illegality* of their proceedings, but also upon the ground of their *policy* ; for the Order in Council adds, that "The Attorney-General further states, that he considers that in prescribing the Programme of Examinations and Regulations, it is desirable that the utmost facility should be afforded to the admission of pupils to the High School, &c,"—clearly implying that the Council of Public Instruction had not, by the regulations suspended, afforded sufficient facilities for the admission of pupils to the High Schools, and that the local boards should extend those facilities—which cannot be done without reducing the standard of admission, and thus bringing back and perpetuating a state of things which the Inspectors and other enlightened friends of High School Education have deprecated for years past.

5. Under such circumstances the Council feel that a thorough investigation of their acts and policy, so condemned and censured by the Attorney-General, are due to their character and past services ; and as the Hon. Mr. Blake, President of the Executive Council, has, in past years, required all minutes of the Council of Public Instruction and correspondence between members of the Government and Education Department to be laid before the Parliament, so the Council trust that the correspondence of the present year will be laid before the Legislative Assembly at the commencement of its approaching Session, preparatory to a full investigation by the High Court of Parliament.

6. You state that you are directed further "to remind the Council that in prescribing Regulations, the law provides that they are to be approved by the Governor in Council (see Section 15, Con. Stat. chap. 63.) and that, therefore, until they are submitted for, and receive such approval they are not obligatory."

7. To this the Council beg to return the following answer :—*Firstly*, in the Return of Correspondence between Members of the Government, and the Education Department, laid before the Legislative Assembly at its past Session, and printed by its order, it appears (page 45) that as early as the ²third of January last, all the Programmes and Regulations which the Council of Public Instruction had adopted, were transmitted to the Government, and laid before Parliament. *Secondly*, By order of the Government, the Minutes of Proceedings of each meeting of the Council, as soon as confirmed, have been laid before the Government for its information, and therefore for its disallowance, if not approved of. *Thirdly*, an Act was passed near the close of the last session of the Legislature expressly authorizing the Lieutenant Governor in Council "to cause enquiry to be made into the working of any rules, regulations, instructions or recommendations which have been, or may be made or issued by the Council of Public Instruction, or by the Chief Superintendent of Education, and to abrogate, suspend or modify any such rules, regulations, instructions, or recommendations." *Fourthly*,

In pursuance of this Act, a minute enquiry was, last spring and summer, instituted by the Government, in form of questions, as to the authority of the Council in regard to all the School Regulations, &c., and reasons for them ; after which the Government advised that the Regulations in respect to school house accommodations should be only *recommendatory* for the current year. The disapproval of one regulation, supposed to have been compulsory instead of being recommendatory, plainly implied and conveyed the impression of its approval of the other Regulations ; among which were the Programme and Regulations for the admission of pupils to the High Schools, and the authority of Inspectors to see that the examinations of pupils by the local boards were according to the Regulations, and therefore determining the final admission or non-admission of pupils accordingly.

These Regulations were adopted as early as July, 1871, and they had been in operation upwards of a year, and had not been disallowed by the Government after so severe a scrutiny of them. There is no change whatever in the programme of examinations since July, 1871 ; nor any change in the legal authority recognized in the Inspectors, and therefore no difference involving any principle of law. The only difference is, that during the second half of last year and first half of this year, the local boards prepared the examination papers, (which were as various as the boards) and the second half of this year the Council of Public Instruction have caused to be prepared a uniform set of examination questions, based upon the programme prepared and published last year. But on the eve of these uniform questions being used, they have been suspended, together with the regulations and programme on which they are founded, thus not only taking the Council of Public Instruction by surprise, but leaving no time or opportunity for repairing the damage done to the schools and the school system during the current half year.

8. The Council know not how the Government could have been more fully informed of all the Council's regulations and proceedings than it has been ; and the Government having declared its intention, at the close of the last session of the Legislature, to examine into all the proceedings of the Council of Public Instruction, and had an Act passed for that special purpose, this Council have felt precluded, under such circumstances, from framing, much less submitting to the Government any new programme, even had they thought it desirable ; but have simply endeavoured to remedy the defects of the unsatisfactory examinations of the previous twelve months, by rendering them uniform—an object which you are directed to recognize the importance of as strongly as the Council have laboured earnestly to promote it ; and the Council cannot imagine what meaning the clause relative to the duty of Inspectors in the 38th section of the School Act of 1870-71 can have, if the Inspectors have no control in the admission of pupils to the High Schools. If this is not permitted by law, (as we are assured the author of the clause in question supposed and intended) then there seems a necessity for an amendment of the law in this respect, as the Council cannot conceive the possibility of uniformity of examinations and admission to the High Schools without some one authority to decide finally upon them.

9. In regard to the regulations being “obligatory ;” the Council have never used that word ; the Council having nothing to do with *administering* either the law or regulations made under it except in respect to the Normal and Model Schools, and giving first-class certificates to teachers ; but the Council had intended that the regulations in regard to both the Public and High Schools, under the new School Act should at first be *experimental* and not final, but subject to revision as experience might suggest, and then to be submitted to the Governor in Council for formal sanction ; and printed in an official form—which has not yet been done or proposed to be done, though a sum was voted by the Legislature at its last session for that purpose. The Council had proceeded in the same manner in regard to programmes and regulations under former School Acts ; and the result has proved the wisdom of such a course, which met the approbation of successive administrations of Government.

10. The Council are extremely gratified at the expression of sentiment and feeling on the part of the Government contained in the concluding paragraph of your letter ; and no effort will be wanting on the part of the Council to aid the Government in every possible way to mature and render as effective as may be, every detail and operation of our school system.

11. The Council fully recognize the supreme authority of the Government in regard to matters connected with education, as well as in regard to other public interests ; the Council fully recognize their duty to obey the orders of the Government as provided by law ; but

they submit whether according to usage of other Governments, as well as of our own Government in all past years, (as more fully explained in our letter of the 9th instant) whether according to all legal usage, founded upon fairness between man and man, it is not due to our individual character and past labours, that we should be informed of complaints and representations made against our acts, and be permitted to explain and give the reasons for such acts, before they are condemned—much less publicly condemned—by Orders of the Lieutenant-Governor in Council.

I have the honour to be, Sir,

Your obedient servant,

(Signed) ALEXANDER MARLING,
Clerk of the Council.

By order of the Council of Public Instruction for Ontario.

To Henry Kinloch, Esq.,

Office of the President of the Council, Toronto.

No. 27.

Henry Kinloch, Esq., office of the Hon. President of the Council to the Chief Superintendent of Education.

OFFICE OF THE PRESIDENT OF THE COUNCIL,—ONTARIO,

TORONTO, 22nd October, 1872.

SIR,—I am directed to acknowledge the receipt of your letter of the 16th inst, with which is transmitted a minute of the Council of Public Instruction passed on the 14th inst.

With respect to this minute I am directed to call the attention of the Council to the letter of this Department, of the 15th inst; addressed to Mr. Marling, the Clerk &c., in which the causes for the action of the Government in suspending the Regulations referred to are stated; and the Council will perceive that it was in consequence of these Regulations being in direct conflict with the statute referred to, and therefore illegal, that this action was forced upon the Government; and that the immediate modification of that action was necessary, having regard to this illegality and to the necessity of the High School Boards being immediately advised. In the letter to Mr. Marling the Council was assured of the aid of the Government in its efforts to obtain as far as may be a uniform standard of proficiency at admission, and which I am again directed to assure the Council is the desire of the Government; and the Government would invite the Council to consider what regulations would best subserve this object, which would not be obnoxious to the existing state of the law, and if further legislation should, in the judgment of the Council, be necessary, their suggestions would be earnestly considered, and I am further directed to mention that it is the desire of the Government to act in harmony with the Council in the endeavour to secure so great a public benefit as improving the standard of High School education throughout the Province.

I am also directed to mention that when substitute Regulations for the admission of pupils to High Schools have been adopted by the Council and approved of by His Excellency in Council, it will be opportune to make them known through the medium of the public press; but that it is not in the public interest that communications passing between officers under the Government and the Government itself should become subjects of discussion for the newspaper press.

I am directed to return the communications from the teachers, which you were good enough to enclose for the perusal of the Government.

I have &c.,
&c., &c.,

The Rev. Dr. Ryerson,

Chief Superintendent of Education, &c., &c.,

HENRY KINLOCH.

[ENCLOSURE.]

Copy of letter from the Public School Inspector, County Durham.
 Copy of letter from the Public School Inspector, County Peel.
 Copy of letter from the Public School Inspector, County Simcoe.
 Copy of a resolution from High School, Bowmanville.
 Copy of a letter from Head Master, High School, Brantford.
 Copy of a letter from the Head Master of the Cobourg Collegiate Institute.
 Copy of a letter from the Head Master of the Barrie High School.

No. 28.

Henry Kinloch Esq., office of the Hon. President of the Council, to the Chief Superintendent of Education.

OFFICE OF THE PRESIDENT OF THE COUNCIL, ONTARIO,

TORONTO, 24th October, 1872.

SIR,—I am directed to acknowledge the receipt of your letter of 22nd October, (13978-03) with respect to the admission of pupils to High Schools.

I am, Sir,
 &c., &c.,

The Rev. E Ryerson, D. D., (Signed) HENRY KINLOCH.
 Chief Superintendent of Education, &c., &c.,

No. 29.

Henry Kinloch Esq., Office of the President of the Council, to the Clerk of the Council of Public Instruction.

OFFICE OF THE PRESIDENT OF THE COUNCIL—ONTARIO,

TORONTO, 24th October, 1872.

SIR,—I am directed to acknowledge the receipt of your letter of the 21st inst, (13977-03) respecting the Regulations for the admission of pupils to the High Schools.

Your obedient servant,

Alexander Marling, Esq., (Signed) HENRY KINLOCH.
 Clerk, Council of Public Instruction.

No. 30.

The Chief Superintendent of Education to Henry Kinloch, Esq., Office of the Honourable President of the Council.

DEPARTMENT OF PUBLIC INSTRUCTION FOR ONTARIO,

EDUCATION OFFICE, TORONTO, 25th October, 1872.

SIR,—I have the honour to acknowledge the receipt of your letter of the 22nd instant, in reply to mine of the 16th instant, enclosing a minute of the Council of Public Instruction, requesting permission to publish its explanation of its own proceedings, which had been pronounced illegal in a *published* Order in Council.

2. As your letter is a reply to the application of the Council of Public Instruction on that subject, I laid it before the Council; and I have the honour to transmit herewith the answer which the Council has adopted in reply to your letter.

3. In respect to the prayer of the Council that I may be permitted to seek the decision of one of the Superior Courts, on the question of the alleged illegal act of the Council, I suppose that I have discretionary authority in ordinary cases, as the section of the Act referred to (23 Vic., chap. 49, sec. 23,) says:—"It shall be competent for the Chief Superintendent of Education, *should he deem it expedient*, to submit a case on any question arising under the Grammar or Common School Acts, to any Judge of either of the Superior Courts, for his opinion or decision, or, with the consent of such judge, to either of the Superior Courts for their opinion and decision."

4. But in the peculiar circumstances of the present case, I do not think it advisable to proceed without the consent of the Government.

5. In a letter addressed to me by the Honourable the Attorney-General, dated the 23rd instant, he substantially reverses an opinion he had expressed in a previous letter, on considering dimensions as an element in adequate school house accommodations; and I cannot but believe that either of the Superior Courts, if an appeal to them be permitted, would acquit the Council of Public Instruction of having acted illegally, as the Attorney-General has stated in framing a programme and regulations for the examination of pupils for admission to the High Schools.

I will only add that hitherto, during the present year, no member of the Government has visited the Education Department, to examine its work and modes of operation, nor has had any consultation with any member of the Council of Public Instruction, as to High or Public School Regulations, of the methods of carrying them into effect. Had there been any such consultation, I am persuaded the difficulties which are now felt, never would have occurred, and the onward progress of school improvement would not have been impeded, or met with any check.

I have the &c., &c.,

E. RYERSON.

Henry Kinloch, Esq.,
Office of the President of the Executive Council,
Toronto.

No. 31.

*The Council of Public Instruction to Henry Kinloch, Esq., Office of the Honourable
President of the Council.*

DEPARTMENT OF PUBLIC INSTRUCTION FOR ONTARIO,

EDUCATION OFFICE, TORONTO, 25th October, 1872.

SIR,—The Chief Superintendent having laid before the Council a letter of the 22nd instant, addressed to him by direction of the Hon. Edward Blake, President of the Executive Council, in which letter is discussed the Minute of this Council of the 15th instant, applying to the Government for permission to publish their explanatory answer to the published Order of the Lieutenant-Governor in Council, suspending the Programme and Regulations for the admission of pupils to the High Schools; the Council desire to make the following remarks in reply to the President of the Executive Council, and request the Chief Superintendent to transmit them to him.

2. In the letter directed to be sent by the Hon. Mr. Blake, President of the Executive Council, the Council of Public Instruction are informed "that it is not in the public interest that communications passing between officers under the Government and the Government itself should become subjects of discussion for the newspaper press." Had the Government adopted this course in the first instance, the Council would not have applied for permission to publish its communication of the 9th instant; but their unusual application was made on ac-

count of the entirely unusual course adopted, of publishing the Government Order in Council, condemning and suspending, as unlawful and injurious, the programme and regulations of the Council of Public Instruction, for the admission of pupils to the High Schools.

The Order in Council is dated the 27th of September; it was communicated to the Education Department the 28th, which was Saturday; Sunday being a *dies non* in such matters, the following morning, Monday the 30th, the Order in Council was published in the *Globe* newspaper, the members of the Council of Public Instruction (with the exception of the Chief Superintendent) first learning through the public press the official condemnation of their acts as contrary to law and hurtful to High School Education. As a matter of justice to themselves and the interests which they have, for so many years, anxiously sought to promote, the Council have asked that the public press may also be the medium of their explanations of, and reasons for, their own acts, so publicly and summarily condemned, without any notice, or any consultation on the part of any member of the Government with any member of the Council.

3. The Council beg also to remark that in all past years the Education Department has been the medium through which Government has invariably communicated with Public and High School authorities, and in all cases matters objected to have been referred to the Council of Public Instruction or Education Department for explanation or report before final action. Had the Government adopted either course in the present matter, and given directions as to what modification it desired in the examination of pupils for admission to the High Schools, the modification could have been made by this Council, which, with the requisite instructions, could have been forthwith communicated to the High School authorities in the usual way, as the examinations were not to take place until the 10th instant; but, according to the course which the Government have thought proper to pursue, the whole Programme and Regulations, and all action under them having been publicly suspended, and the Council of Public Instruction, together with the Education Department, have been summarily set aside in communicating with the school authorities on the subject of these admissions, nearly two weeks before they could take place. The Council cannot but feel it unequal—as it is unusual and unprecedented—that they should be publicly condemned by Governmental Order as having committed unlawful acts, that Order, by authority, not only communicated to the High School Trustees concerned, but made a subject of discussion in the newspaper press,—that the explanation of this Council's acts are not allowed to appear in the same newspaper press. The Government has, of course, the power to publish its condemnation of our acts, without permitting the publication of any explanations whatever on the part of the Council; but that publicity on the part of the Government is the sole reason for the request of publicity of explanations to which the Council think they have a claim, and which they think due to the public, on the ground of their individual character, apart from social position and long service in the work of public education. But they bow to authority, and submit to what they must regard as a wrong inflicted upon them, and as an injury done to High and Public Schools, until the decision of one of the Superior Courts can be obtained, or until the assembling of the Provincial Legislature, when they trust a public and full investigation of their proceedings will take place.

4. If the objection on the part of the Government lay, not against the Programme and mode of examination by the local boards, but against the authority recognized in the Inspectors of High Schools in regard to the admission of pupils, then there could have been no need of immediate notifications “to High School Boards,” since the Inspectors could know nothing of the result of examinations until weeks after they had taken place, as the examination papers with the answers were required to be sent to the Education Department to be there examined by the Inspectors, to “see (as required by law) that the Regulations have been duly observed in the admission of pupils.”

5. In the letter directed by the President of the Executive Council, it is said “the Council (of Public Instruction) will perceive that it was in consequence of these Regulations being in direct conflict with the statute referred to and therefore illegal, that this action was forced upon the Government; and that immediate notification of that action was necessary, having regard to this illegality, and to the necessity of the High School Boards being immediately advised.” This statement charges such gross misconduct on the part of the Council of Public Instruction as to place the Government in an imperative exigency of immediate action to counteract the evils of such illegal acts, but the Council fail to see in such exigency

the necessity of the newspaper publicity of their acts as illegal while they are denied the publicity of explanations.

6. But though the Attorney-General has pronounced the acts of the Council to be in direct conflict with the statute, and therefore illegal ; and they bow to the condemnation in that opinion, yet they have not been permitted to see any reasons whatever for that opinion, either in the wording of the statute, or in the past history of the High School System, or in the nature of the case itself ; and so strong a conviction have the Council of Public Instruction of the legality and beneficial tendency of their acts, that they pray that the whole question may be submitted to the highest judicial decision, as provided in the Act 23 Vic., chap. 49, section 23, as follows :—" It shall be competent for the Chief Superintendent of Education, should he deem it expedient, to submit a case on any question arising under the Grammar or Common School Acts, to any Judge of either of the Superior Courts for his opinion and decision, or, with the consent of such Judge, to either of the Superior Courts for their opinion and decision."

7. This Council, therefore, humbly pray that the Government will permit the Chief Superintendent in so important a matter as the legality of the acts of a body of gentlemen who for more than twenty-five years have served the public, to avail himself of the provision of the law above quoted, and to use so much of the correspondence between the Government and Education Department as may be necessary for a full statement of the case, in order to submit the same to the impartial consideration and decision of the Judges of one of the Superior Courts, (as authorized by law) as to whether the Council of Public Instruction have, or have not, acted in direct conflict with the statute, and, therefore, illegally," in making a Programme and Regulations for the examination of pupils and their admission to the High Schools."

8. The President of the Executive Council again suggests to this Council "to consider what Regulations would best subserve the object " to obtain as far as may be a uniform standard of admission " of pupils to the High Schools. But in view of the legal opinion of the Attorney-General, on which the Government has acted, the Regulations which this Council has adopted for that object, including the Programme of subjects and instructions for the examinations, having been suspended as "in direct conflict with the statute, and therefore illegal," they are at a loss to know what they can do on the subject ; for if a Programme fixing the subjects of the first four classes of the Public School programme for examination, be unlawful, one fixing any other class of subjects for examination must be equally unlawful ; and if the instructions given for conducting the examinations by the local boards be unlawful, any other instructions must be equally unlawful : for it is to be observed, that the Inspectors of High Schools have nothing to do with the examination of pupils for admission to the High Schools. Whatever power Inspectors might or might not have lawfully exercised in the admission of pupils to the High Schools, they (the Inspectors) could not have exercised it until weeks after such examinations, as the instructions required the examination papers, with the answers of pupils to be forwarded to the Education Department, before they could even be seen, much less judged of, by the Inspectors. The Government has not informed this Council what parts, or whether any part of the Programme or Regulations, or instructions are deemed lawful, but has suspended them all, without distinction or exception, as illegal—thus leaving the Council to infer their utter powerlessness to do anything lawful for the admission of pupils to the High Schools.

9. This Council deems it premature to recommend any further legislation on the subject, until it appears by the decision of one of the Superior Courts as they have prayed for, and as provided for by law, whether further legislation be necessary, and until they learn from the Government what Programme and Regulations they can make, under the law as it now exists.

10. In conclusion, the Council desire to add, that while they feel keenly the harsh and severe course of proceeding which the Government has thought proper to adopt towards them during several months, and deem it a duty to themselves and to the public, whose confidence they have long enjoyed, and whose best interests they have done all in their power to promote, to claim all the protection and vindication which the law provides, and which they can justly obtain, they again respond cordially to the wish expressed by the President of the Executive Council, for harmonious action between the Government and the Council of Public Instruction in the patriotic and national work of improving and perfecting our system of High School,

as well as Public School education : and no exertions shall be wanting on the part of the Council in the future, any more than they have been in the past, to promote that great object, as far as they may be permitted and enabled to do so.

By Order of the Council of Public Instruction for Ontario.

I have the &c.,
&c., &c.,

(Signed)

ALEX. MARLING,
Clerk of the Council.

Henry Kinloch, Esq.,
Office of the President of the Executive Council, Toronto.

No. 32.

Head Master, High School, Newmarket, to the Hon. Provincial Secretary.

NEWMARKET HIGH SCHOOL,

October 2nd, 1872.

To the Honourable Provincial Secretary for Ontario.

Sir,—Would you please to inform me, on behalf of the Board of Examiners, whether, now that the regulations of the Council of Public Instruction for the admission of pupils to High Schools are suspended, the examination for admission can be held at any time fixed upon by the examiners, and also whether the board are at all restricted as to the number of times such examinations may be held during the year, or, in other words, whether they may not hold an examination at any time when a sufficient number of fresh pupils present themselves for examination, as to render it advantageous for the school that they should be admitted.

I have, &c.,

(Signed) WILLIAM R. NASON.

No. 33.

The Hon. Provincial Secretary to the Head Master, High School, Newmarket.

PROVINCIAL SECRETARY'S OFFICE,

TORONTO, 7th October, 1872.

Sir,—With reference to your communication of 2nd instant, I have the honour to inform you, in reply, that it is within the legal authority of the Council of Public Instruction to regulate the times for the admission of pupils to the High Schools, and that the Order in Council referred to does not assume to interfere with that authority, except as incidentally involved in the regulation which constituted the Inspector examiner of the pupils. By reference to the Department of Education, you can ascertain what regulations you are subject to in the matter in question.

I have, &c.,

(Signed)

PETER GOW,
Provincial Secretary.

William R. Mason, Head Master,
Newmarket High School.

No. 34.

Inspector Mackenzie to the Chief Superintendent of Education.

TORONTO, Dec. 23, 1872.

Sir,—I have the honour to submit the following extracts from my semi-annual reports, under the impression that they may be of service to you in the matter of the High School Inspector's revision of papers and veto in examinations for admission.

I have the honour to be, Sir,
Your obedient servant.

(Signed) J. G. D. MACKENZIE.

The Rev. Egerton Ryerson, D.D., LL.D., &c.

EXTRACTS.

As regards the *parsing*, it may be well to state that for *reading* the "Trial Scene in the Merchant of Venice" was selected, and, for convenience sake, the underlined words in the following—no very difficult test certainly—were given to the juniors recently admitted to the school :—

1. " Give *me* your hand ! *Come* you from old Bellario ? "
2. " Are you acquainted with the difference *that* holds this present question in the Court ? "
3. " *Which* is the Merchant here ? "
4. " Shylock is my *name*."
5. " It is *twice* blessed."

Oshawa.—Signal failure in dictation.

Carleton Place.—Twelve admitted ; two only, at all satisfactory in spelling. Almost everything in grammar missed.

Arnprior.—Eighteen admitted. I question whether I should have sanctioned the admission of one-half of these. Spelling and parsing both deficient. Dictation amongst the worst I have had. Everything in parsing missed except "give me," given by one, and twice by one. One only could give me the principal parts of "to flow."

Pembroke.—Six admitted, three below 50 per cent in arithmetic, and one in grammar. Dictation very poor. Next to nothing done for me in parsing. One only could give mood and tense of "come," in "Come you," &c. None knew when that is used as a relative. One only could give principal parts of "to flow."

Renfrew.—Six admitted. General failing both in spelling and parsing.

Vankleek Hill.—Fourteen admitted. Inspector not present. Questions prepared by Chairman and Head Master.

Kemptville.—Seventeen admitted ; eleven of these were present when I made my inspection. I found these, with two or three exceptions, amazingly weak in arithmetic. I required them to give the parsing of the following simple sentence in writing :—"Our earth is a planet of the solar system." Six missed the predicate nominative ; one considered "our" a preposition. It was treated in the same way by another.

Iroquois.—Nineteen admitted ; sixteen present at inspection. Dictation, with one very creditable exception, quite poor ; in several instances indescribably bad.

Ottawa.—The deficiencies of the "entrance" pupils in this case took me much by surprise. Twenty-five were present at the inspection, and were subjected in the first instance to an oral examination in parsing. With the exception of the relative "that" everything was missed except by some two or three. I then tried them with written work, the result being not much more satisfactory. Arithmetic also was weak. So glaring were the deficiencies of these pupils that one of the masters confessed they were the worst of the kind they had ever had. From causes on which I do not feel called upon to enter, and which perhaps I do not fully apprehend, there has sprung up a feeling of positive alienation between the Collegiate Institute and the Public Schools of the City, so that the former is almost wholly cut off from,

its natural source of supply, and depends mainly on pupils from private schools. This is a very serious evil, but, I am happy to say, the trustees are sensible of it, and will take steps to rectify it.

Other cases might be cited, showing how very necessary it is that the High School Inspector's veto should be maintained; but enough, I think, has been quoted to answer the purpose I had in view.

(Signed)

J G. D. MACKENZIE.

No. 35.

Inspector McLellan to the Chief Superintendent of Education.

YORKVILLE, 2nd January, 1873.

SIR,—I have the honour to submit for your consideration the following memoranda concerning the admission of pupils into the High Schools: *Guelph*. Found a class of about 20 in *course of training* for the entrance examination by masters, who assumed that "All of them would be admitted on the following day." The *reading* of nearly all these 20, (whom the regular pupils hardly surpassed) was *very bad*, pupils not familiar with common words—pronunciation atrocious; violence read *voilence*; *torrit*, for torrent; *genus*, for genius; *laborisly* for laboriously, &c. In Grammar I gave the "Candidates," "Few and short were the prayers we said." This sentence too difficult; e. g. "few" a preposition—governs prayers;" short, a preposition; do. "were a transitive verb—governs prayers;" said, "an intransitive verb, passive voice." None of the candidates could pass said; only 12 of ALL SCHOOL, (50) could solve question in subtraction of fractions; and *only* 8 could find cost of 5,250 lbs. of coal at \$7.50 per ton of 2,000 lbs. You can imagine how much the candidates knew.

Elora.—Trustees rejoice that "checks to entrance removed." 4 candidates for entrance—20 pupils present; 4 did question in subtraction of mixed fractions, and 5 got "coal" question? Three "old pupils" One would think that with the 'harsh checks to entrance,' the pupils had not been stringently dealt with in their entrance examinations.

Stratford—22 admitted; 79 on roll; about 60 present: only 16 got "coal" question. The entrants did badly: *analysis* and parsing by *whole school* anything but good.

London—72 admitted after my visit; have not seen the papers—these were already admitted as school pupils, a large number who could not have passed (and cannot pass) a *fair* entrance examination. The City Inspector (virtually manager of the school), Mr. Boyle, sent me a note stating that "the Board of Examiners had admitted 72 pupils out of 78 candidates;" did not condescend to forward copies of examination papers.

St. Thomas—15 admitted; 61 on roll. The examination was better than some others, but much below what it should have been.

Strathroy—19 admitted; 40 on roll. *Reading* very bad, History do.; Geography do.; 8 in *whole school* found difference between $2275\frac{5}{8}$ and $2174\frac{11}{12}$. Judge what the entrants could do. *Grammar* very bad.

Sarnia—Eighty-seven on roll; thirty-eight admitted—nearly whole of senior public school division. Examination papers fair; but pupils not up to papers: Query—had the thirty-eight been aided by teachers? *that has been done*. A year ago there were twenty-eight pupils on roll, now eighty-seven! Even the "old pupils" did badly: gave exercises in grammar, "and first one universal shriek there rushed louder than the loud; loud ocean, like a crash of echoing thunder, &c." all *failed* in analysis. A large number failed on *universal, first, shriek, there, like*.

Wardsville—Forty-four on roll, eight admitted, not one of whom qualified, twenty-four present; Reading utterly bad; only seven got subtraction question and of coal; Grammar, very poor performance, nearly all failed to parse *first*, (see above) and *all*, (and then *all* was hushed, &c.) "universal" is a noun, third person, singular number, &c.; "louder" too much for many; "ocean" noun, objective case, after rose; "crash" noun, objective case, after rose; "crash" noun, nominative case, to, was understood, &c.

Oakville—Thirty-six on roll; about thirty to be admitted. These were already in High School. Parsing utter failure; “shriek” objective case, governed by one; “universal” a verb, in the possessive case; “first” a preposition, governed by one. Gave “few and short were, &c.” too difficult for nearly the whole school—certainly for all the candidates. A more deplorable exhibition of “grammatical” ignorance could not be imagined. Oakville is of course glad that estimate as to admission has been done away. Only three in school got above question in subtraction; seven got “coal.”

Mount Pleasant—Forty on roll; twenty-three of whom admitted. Only thirteen in the whole school could do the question in subtraction, and five the coal question? A fair examination would have excluded twenty of the twenty-three.

Grimsby, St. Catharines, Smithville, Beamsville, Niagara—Had some examinations. One question in grammar, and one in arithmetic, constituted the whole examination; e. g. add $\frac{2}{3}$, $\frac{4}{7}$, $\frac{3}{5}$, 1. Grimsby had no candidate for admission, probably because not a *Union School*. Beamsville was held in check by its master (Teefy) who is determined to admit none but qualified pupils. Smithville—admitted five, all far below the mark. St. Catharines—admitted forty-seven, and has now one hundred and eighty-eight on roll; about three times as many as it had a year and a half ago.

Dunnville—Thirty-nine on roll; (twenty-three girls) twenty two admitted. Trustees and masters admitted that these were far below the legal standard, but had to have two teachers, and must give them something to do; would soon work the juniors up, &c. The teacher gave “To love our enemies is a command given,” “to” a preposition, governs the noun; “to love” an intransitive verbal noun; “command” objective case, governed by is. “We must obey our rulers;” “must obey” intransitive verb, indicative mood, &c. “The boy with long black hair was found in the wood.” All entrants failed to parse “boy;” “hair” is a verb, third person, singular, objective case, governed by with. “John runs swiftly.” “John” a verb, third person singular, &c., &c. None of these entrants could do the elementary questions above mentioned; many of them could not get through the multiplication table.

Caledonia—Thirty-six on roll; twenty-five admitted. Only seven of whole school got subtraction question. The arithmetic and grammar utterly bad.

The above facts will enable you to form an opinion of the disastrous effects upon the High Schools, which have been the too certain results of the removal of all checks upon the admission of pupils. When it is considered that through the laxity of the old system of admission to the old Grammar Schools, a very large number of totally unqualified pupils were found in the High Schools, even after the new law had been in operation for a year; and that the number of the unqualified has been very largely increased during the present half year, in consequence of the examinations for entrance being free from almost all control by disinterested parties, it can be readily inferred that many of the schools have been so far degraded that it is simply a perversion of language to call them High Schools; and that unless this serious evil be promptly and effectually remedied, we shall soon have a High School system only in name. Some of the school authorities—the masters particularly—have acted nobly. They have refused to take advantage of the powers unhappily placed in their hands, and preferring a high standing for their schools to any merely pecuniary advantages, have exacted a high standard from candidates for entrance. But the general tendency is towards *degradation*. Some of the best masters have informed me that they have resisted, *with great difficulty*, the pressure brought to bear upon them, to admit unqualified pupils in order to increase the numbers, and, as a consequence, the allowance from the public funds. If I may venture to offer any suggestions for the improvement of the High Schools, I should say (1.) Let there be a *uniform* examination for entrance, conducted by an independent examiner, or examiners.

(2.) Two masters for even small schools, Number of masters to be increased when pupils reach a certain number.

(3.) Something more than a name; degree to qualify as head master. Many innocents, fresh from college halls, in charge of High Schools, many with little scholarship, and more with less experience.

I presume but very few of our head masters could take a “First A,” under the new law. Let every High School master be required, in addition to his degree, to hold a first-class provincial certificate, or to teach a year (or so), as assistant-master, before he become qualified for a High School mastership. It is insisted that a person shall have a second class

provincial certificate to qualify for a first class. Why should not a candidate for High School certificate be required to hold the highest grade of Public School certificate, in order to qualify for the highest educational positions? The subjects generally taught in the High Schools are identical (except a smattering, in most cases, of classics and French,) with those required in the examinations for first provincial certificates, and I unhesitatingly assert that (and my notes will prove it,) a *great majority* of our union grades are not as well qualified to teach these subjects as public school teachers holding "A 1" certificates under the new law; and yet a great many of these men prate about the "indignity" of having Public School inspectors associated with them in the examining boards on terms of perfect equality! A great many of the High Schools of the country would, under the present circumstances, be far better off—more rapidly "worked up"—if under the charge of first class provincial teachers.

(4.) Let the number of High Schools be limited—not too rapidly increased in number. Under present circumstances every little village in the country, even though it has not had the spirit and liberality to keep up a decent Public School, must have its High School. Especially it pays the authors of such "young efforts" to "promote higher education," they are sure of at least \$600 a year, and "that will pay the *High School masters*"—i. e., a master to do a low grade Public School work. Hence—

(5.) I would do away with the \$400 minimum, or in the classification of schools, let those that fall below a certain *standard* receive no Government aid, and die a deserved death. Or let schools be established according to population. Say one school to every 15,000 or 20,000 inhabitants. *Two good schools* in a county would be of infinitely greater benefit than half-a-dozen poor ones.

(6.) Let *Union Schools* be no more. I am more and more convinced that there should be a total separation of the High and the *Public School*.

(7.) *Collegiate Institutes* now are only High Schools with larger attendance of pupils than in ordinary Schools. If continued, there ought to be registrars as to number and qualifications of masters. Imagine St. Catherine's Collegiate Institute, with *four* masters doing High School work (or *College* work) for 188 pupils. As at present constituted, they seem to be not in harmony with our High School system. Many places which have "populous" Union Schools, are ambitious to become Institutes.

(8.) The County Council should be compelled by *law* to carry out its wise design.

I have thus jotted down a few thoughts, which strike me on the instant, without attempting arguments in support of the positions taken, or a full and logical classification of the amendments I would suggest.

I have the honour to be, Sir,

Your very obdt. servant,

(Signed,)

J. A. McLELLAN.

The Reverend E. Ryerson, D.D., LL.D., &c., &c.

